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ABSTRACT

The 267 Arkansas school superintendents who responded to a questionnaire mailed to them in 1982 provided the data for this study. Statistical information on the superintendents includes the following: age, sex, and community background; professional experience; entry into public education; classroom teaching experience; age of entry into administration or supervision; nature of first administrative or supervisory position; positions held in education; noneducational posts; age of entry into the superintendency; length of service; position held prior to present appointment; enrollment patterns; salaries; mobility; and contract terms. Information relating to the superintendents' professional preparation includes professional degrees earned, time devoted to graduate study, major fields of study, cost incurred for graduate study, financial assistance, appraisal of graduate preparation, and major strengths of graduate studies in educational administration. Information is also provided on the superintendents' work schedule, issues and challenges, effectiveness enhancement, leadership image, membership in professional organizations, and future plans. Statistics are summarized in 66 tables. The original questionnaire is included in an appendix. (FWR)

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THE ARKANSAS SCHOOL SUPERINTENDENT—1983

by
M. Vance Sales, Dean, College of Education and Professor of Education

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FOREWORD

This report--The Arkansas School Superintendent-1983--is dedicated to the superintendents of Arkansas for it is they who provided the information for this study, and it is they who deserve to have their story told. Moreover, it is hoped that this report will be read by a wide variety of Arkansans for it is they who need to know more about the personal dimensions, professional preparation, professional experience, and work issues and images of the Arkansas superintendent.

The report provides interesting insights into the complexity of the status of the Arkansas superintendent. Because superintendents are notoriously reserved professionals when it comes to "telling their story" to the public, it is hoped this report will provide Arkansans with some basic insights not heretofore understood about the characteristics of the individuals in this position and the tremendous pressures they face.

Special recognition and thanks are due Loubeth Hames for editing and typing this report and Sharron Bennett for calculating and compiling the tables.

M. Vance Sales

Joseph C. Taylor

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Chapter 1

INTRODUCTION

The Arkansas School Superintendent 1983 is the second study specifically designed to analyze the status of the Arkansas superintendency. The first study was conducted in 1973 and titled The Arkansas School Superintendent.[1] Both studies have been patterned after national studies on the American school superintendency as designed and published by the American Association of School Administrators (AASA). The opening paragraph of the Introduction to The American School Superintendency 1982 states:

> For nearly 60 years, the American school superintendency has undergone close scrutiny, not only in the eyes of the public, but also in the eyes of researchers. Approximately once every decade, beginning in 1923, a major study has tried to analyze the status and characteristics that together make up this demanding, but important position in society.[2]

These studies have profiled the personal dimensions, professional experiences, work and issues of the American superintendent. The AASA established a research design based upon a nationally stratified sample of superintendents which served as the basis for data collection. While the 1982 national study varied to some extent from the 1972 study, the

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[1] M. Vance Sales and Joseph C. Taylor, The Arkansas School Superintendent (Jonesboro, AR: Arkansas State University Research Bulletin, 1973).

[2] Luvern L. Cunningham and Joseph T. Hentges, The American School Superintendency 1982; A Summary Report (Washington, DC: American Association of School Administrators, 1982), p. 9.

"prime focus was placed on maintaining comparability with earlier studies and retaining items of current saliency . . ."[3]

The research design for this study is identical to that employed in the 1973 study. The identical design was chosen to provide for comparisons, contrasts, and trends. Additionally, the research data in the 1973 study as well as the 1983 study were based on the survey of the total superintendency population of Arkansas. Through the use of the Arkansas Educational Directory, 1982-83, 367 superintednents were identified. Questionnaires were mailed to each of the 367 superintendents.[4] Of the 367 superintendents contacted, 267 or 73 percent, responded. Therefore, this study is based on the information provided by a significant majority of the 1982-83 Arkansas superintendents.

The reader is reminded that this study does not include superintendents or headmasters of private and parochial schools or county school supervisors in Arkansas. Furthermore, a quick review of the data-gathering instrument provides the obvious conclusion relating to its unusual long length; as a result, not all of the 267 superintendents answered each question. A difference in totals will be noted within the summation provided with each table. For example, should the total number responding to a particular question amount to 260, then 7 respondents did not answer that particular question.

Basic to the format of this study is the categorization of Arkansas public school districts by the number of students enrolled. Table 1

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[3] Ibid., p. 11.

[4] See Appendix A for copy of the data-gathering instrument.

provides this classification which is used repeatedly throughout the study to present data. Category A in Table 1 represents 37 public school districts with a 1983 pupil population from 0 to 249 pupils. Category H in Table 1 representa 10 public school districts with a 1983 pupil population of 4,000 and over.

A total of categories A through D shows that 184 Arkansas school districts had a pupil enrollment of 999 or less in 1983 while 83 school districts had a pupil enrollment of 1,000 or more. Ninety-nine percent or 266 of the superintendents participating in the study indicated that their school districts included grades one through twelve. The remaining school district (1) was reported as a secondary district only.

Table 1. Number and Percentage of Arkansas School Districts by Enrollment Classified in Categories A Through H

Category		Number	Percentage
A	0 - 249	37	14
B	250 - 499	73	27
C	500 - 749	49	18
D	750 - 999	25	9
E	1,000 - 1,499	31	13
F	1,500 - 1,999	15	6
G	2,000 - 3,999	27	10
H	4,000 and Over	10	4
Totals		267	100

Chapter 2

ARKANSAS SUPERINTENDENTS' PERSONAL DIMENSIONS

Age

Table 2 shows the ages of Arkansas superintendents by number and percentage according to the size of the school district, as well as the totals for the 265 superintendents who responded. Two superintendents did not complete this item. An analysis of Table 2 data reveals that 42 or over 15.8 percent of Arkansas superintendents are under 40 years of age. Most of these young superintendents are in the smaller school districts. Fifty-nine percent (157) of the superintendents are 49 years of age or younger. Looking at ages by size of school district (categories A-H), it can also be seen that the mean ages progress from 45.7 years for school districts of 0-249 pupils to 48.3 years for school districts of 4,000 students or more. The mean age in years for all superintendents was 47.4. Median ages by categories are similar to the mean ages and present essentially the same picture. Median ages range from 46.5 years in the smaller districts to 51.4 years in the medium-sized districts to 47 in the largest districts. The median age for all Arkansas superintendents was 47.4 years.

No superintendents reported being over 70 years of age, while 1 superintendent reported an age of between 65 to 69 years. Taking a broader view, 18 superintendents or 6.8 percent of the Arkansas superintendents reporting are 60 years or older. The oldest superintendent was 67 years old and the youngest was 31 years old.

Table 2. Ages of Arkansas Superintendents During the 1983 School Year

Age Range	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 40	10	27.8	14	19.4	7	14.3	3	12.0	2	6.7	2	13.3	3	10.7	1	10.0	42	15.8
40 - 44	5	13.9	16	22.2	15	30.6	6	24.0	3	10.0	3	20.0	5	17.8	3	30.0	56	21.1
45 - 49	6	16.7	15	20.8	6	12.2	8	32.0	7	23.3	4	26.7	11	39.3	2	20.0	59	22.3
50 - 54	11	30.6	14	19.4	8	16.3	2	8.0	8	26.7	6	40.0	6	21.4			55	20.7
55 - 59	3	8.3	8	11.1	9	18.4	3	12.0	6	20.0			2	7.1	4	40.0	35	13.2
60 - 64	1	2.8	5	6.9	4	8.2	3	12.0	4	13.3							17	6.4
65 - 69													1	3.6			1	0.4
Totals	36	100.1	72	99.8	49	100.0	25	100.0	30	100.0	15	100.0	28	99.9	10	100.0	265	99.9
Mean Age In Years	45.7		46.7		47.6		47.8		51.0		46.4		47.3		48.3		47.4	
Median Age In Years	47.0		46.5		46.6		46.7		51.4		47.6		46.6		47.0		47.4	

Sex

The 1983 questionnaire asked Arkansas superintendents to identify their gender. Table 3 summarizes the results as reported by 267 superintendents. Only one superintendent of the reporting group was a woman. This woman was superintendent in a school district of 250 - 499 pupils. Obviously extremely few women superintendents, only 0.4 percent of the reporting group, are to be found in school districts in Arkansas. The superintendency in Arkansas is a position occupied by men.

Table 3. Sex of 1983 Arkansas Superintendents

Sex	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	37	100.0	72	98.6	49	100.0	25	100.0	31	100.0	15	100.0	27	100.0	10	100.0	266	99.6
Female			1	1.4													1	0.4
Totals	37	100.0	73	100.0	49	100.0	25	100.0	31	100.0	15	100.0	27	100.0	10	100.0	263	100.0

Community Background

The data on type of community in which superintendents of Arkansas spent most of their lives prior to going to college are given in Table 4. An overwhelming number of superintendents--250 of 267 or 93.7 percent--came from small towns or rural areas. Only 17 of 267 or 6.3 percent of the superintendents came from large city or suburban backgrounds. However, it should be stated that only 10 of the reporting superintendents were employed in school districts with 4,000 or more pupils enrolled. The six superintendents who grew up in large urban cities are found in districts of small size--between 250 and 749 pupils.

Table 4. Type of Community in Which the 1983 Arkansas Superintendents Spent Most of Their Lives Prior to College

Type of Community	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rural	27	72.9	50	68.4	30	61.2	20	80.0	15	48.4	9	60.0	11	40.7	4	40.0	166	62.2
Town or Small City	6	16.2	20	27.3	14	28.6	5	20.0	14	45.2	6	40.0	14	51.9	5	50.0	84	31.5
Suburban City	4	10.8	1	1.3	1	2.0			2	6.5			2	7.4	1	10.0	11	4.1
Large Urban City			2	2.7	4	8.2											6	2.2
Totals	37	99.9	73	99.7	49	100.0	25	100.0	31	100.1	15	100.0	27	99.8	10	100.0	267	100.0

Table 5 presents the size of the community in which Arkansas superintendents spent most of their lives prior to going to college. Only 258 superintendents completed this item on size of community while 267 completed the item on type of community in which they were reared. Of the reporting group of 258 superintendents, 240 or 93 percent grew up in communities or towns of less than 10,000 people. Considering the entire reporting group, 18 superintendents or 7 percent were reared in cities of

10,000 population or larger. It is of interest to note that of the 10 reporting superintendents in category H (4,000 or more pupils) only 1 is from a community of 10,000 or more people. However, considering the data in Table 4 and Table 5, there appears no tendency to remain in the same size of community in which a superintendent was reared.

Table 5. Size of Community in Which Arkansas Superintendents Spent Most of Their Lives Prior to College

Size of Community	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 2500	27	72.9	50	68.5	30	61.2	21	80.8	15	71.4	9	60.0	11	40.7	4	40.0	167	64.7
2500-9999	6	16.2	20	27.4	14	28.6	4	15.4	4	19.0	6	40.0	14	51.8	5	50.0	73	28.3
10000-99999	4	10.8	1	1.4	1	2.0	1	3.8	2	9.5			2	7.4	1	10.0	12	4.7
1,000,000+			2	2.7	4	8.2											6	2.3
Totals	37	99.9	73	100.0	49	100.0	26	100.0	21	99.9	15	100.0	27	99.9	10	100.0	258	100.0

Chapter 3

PROFESSIONAL EXPERIENCE OF ARKANSAS SUPERINTENDENTS

The Arkansas superintendent is an important professional in the affairs of Arkansas education, Arkansas civic activities, and Arkansas politics. He has earned his position as a result of meeting the professional requirements set forth by the state and local school boards, by exhibiting the experiences desired by citizens to manage the largest enterprise within the State, and possesses the personal characteristics required to lead the educational program of the youth. This chapter focuses on the work experience of the Arkansas superintendent.

Entry Into Public Education

Table 6 gives data on the ages of superintendents when they entered their first full-time position in public education. The mean age at which the 259 reporting superintendents entered education was 24.2 and the median age was 23.2 years. An examination of the mean age by categories A through H shows no major differences. The median age for six of the eight categories (A-H) was found to be 23.2 years. Of the total group only 9 or 3.5 percent entered education before they were 20 years of age and only 6.2 percent of the reporting group entered education at 30 years of age or older. Superintendents in 1983 of various sizes of schools (categories A-H) did not differ significantly in ages of entry into public education.

Table 6. Age of Arkansas Superintendents Entering First Full-Time Position in Public Education

Age Range	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 20	3	8.1	2	2.9	2	4.3	1	4.0			1	6.7					9	3.5
20 - 21	9	24.3	16	23.2	12	26.1	5	20.0	5	17.2	5	33.3	6	21.4	2	20.0	60	23.2
22 - 23	12	32.4	21	30.4	11	23.9	6	24.0	6	20.7	2	13.3	8	28.6	4	40.0	70	27.0
24 - 25	3	8.1	14	20.3	7	15.2	4	16.0	9	31.0	4	26.7	7	25.0	3	30.0	51	19.7
26 - 27	5	13.5	7	10.1	10	21.7	5	20.0	8	27.6	3	20.0	5	17.9			43	16.6
28 - 29	1	2.7	5	7.2	1	2.2			1	3.4			1	3.6	1	10.0	10	3.9
30 & Over	4	10.8	4	4.8	3	6.5	4	16.0					1	3.6			16	6.2
Total	37	99.9	69	99.9	46	99.8	25	100.0	29	99.9	15	100.0	28	100.1	10	100.0	259	100.1
Mean	23.9		24.1		24.1		24.8		24.6		23.4		24.3		23.8		24.2	
Median	22.6		23.1		23.1		23.8		24.3		23.0		23.5		23.0		23.2	

Classroom Teaching Experience

The Arkansas superintendent of 1983 began his career usually as a teacher in the public schools. Table 7 shows that only 2.7 percent of the 262 superintendents who reported said that they began their first full-time position in education in a position other than in a public school. A large majority, 79.0 percent, started as a professional person in the high school; 5.3 percent began education work in grades 7 or 8; and 13.0 percent began their educational careers in the elementary school. None of the superintendents began their career in education in a college or university position. The typical superintendent, 84.3 percent, began his career in education with a position in the public schools at the secondary level (grades 7-12).

Table 7. Grade Levels Taught by Arkansas Superintendents in Their First Full-Time Positions in Education

Grade Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Grades 1-6	4	10.8	10	14.1	9	19.1	2	8.0	1	3.2	4	26.7	2	7.1	2	25.0	34	13.0
Grades 7-8	3	8.1	5	7.0	1	2.1			1	3.2			4	14.3			14	5.3
Grades 9-12	29	78.4	55	77.5	33	70.2	22	88.0	29	93.5	11	73.3	22	78.6	6	75.0	207	79.0
College or University																		
Vo-Tech																		
Other	1	2.7	1	1.4	4	8.5	1	4.0									7	2.7
Totals	37	100.0	71	100.0	47	99.9	25	100.0	31	99.9	15	100.0	28	100.0	8	100.0	262	100.0

The subjects taught by Arkansas superintendents in their first full-time positions in education are shown in Table 8. No single field of teaching can be cited as the major area for school superintendents. It appears that 19.6 percent of the responses listed elementary as the field of teaching. The largest secondary field reported was social science with 46 out of 264 responses or 17.4 percent; however, math as a field was reported 45 times with 17.0 percent, physical education 42 times with 15.9 percent, and science 36 times with 13.6 percent. Very few superintendents in Arkansas hold undergraduate majors in agriculture, foreign language, English, or business education.

Table 9 summarizes data on the extracurricular activities directed by Arkansas superintendents in their first full-time position in education. Coaching was the most popular extracurricular activity with 51.3 percent of the responses so indicating. No activities directed were reported by 27.6 percent of the superintendents. A total of 11.5 percent served as class sponsor and 9.6 percent reported various activities of other kinds. Over 72 percent of the 261 reporting directed some extracurricular activity during their first year in education.

Table 8. Subjects Taught by Arkansas Superintendents in Their First Full-Time Positions in Education

Type of Subject or Field	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Agri & Indus. Art	2	5.9	4	5.4	3	6.4											9	3.4
Soc. Sci.	5	14.7	12	16.2	9	19.1	6	23.1	7	25.0	2	11.1	3	10.7	2	22.2	46	17.4
Science	3	8.8	9	12.2	7	14.9	4	15.4	5	17.9	2	11.1	5	17.9	1	11.1	36	13.6
Math	7	20.6	12	16.2	5	10.6	3	11.5	4	14.3	3	16.7	7	25.0	4	44.4	45	17.0
Elementary	4	11.8	9	12.2	6	12.8	2	7.7	1	3.6	4	22.2	2	7.1			28	10.6
For. Lng.																	0	0.0
English	3	8.8	3	4.1	1	2.1	1	3.8					1	3.6			9	3.4
PE & Health	2	5.9	10	13.5	6	12.8	6	23.1	8	28.6	6	33.3	4	14.3			42	15.9
Bus. Ed	3	8.8	4	5.4			2	7.7	1	3.6							10	3.8
Other	5	14.7	11	14.9	10	21.3	2	7.7	2	7.1	1	5.6	6	21.4	2	22.2	39	14.8
Totals	34	100.0	74	100.1	47	100.0	26	100.0	28	100.1	18	100.0	28	100.0	9	99.9	264	99.9

Table 9. Extracurricular Activities Directed by Arkansas Superintendents in Their First Full-Time Positions in Education

Extracurricular Act.	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cl. Sponsor	3	9.4	11	15.5	6	12.0	5	20.0	1	3.6			3	10.3	1	11.1	30	11.5
Coach	11	34.4	35	49.3	24	48.0	12	48.0	20	71.4	11	64.7	17	48.6	4	44.4	134	51.3
Glee Club																		
Dramatics																		
None	15	46.9	20	28.2	14	28.0	5	20.0	6	21.4	5	29.4	6	20.7	1	11.1	72	27.6
Other	3	9.4	5	7.0	6	12.0	3	12.0	1	3.6	1	5.9	3	10.3	3	33.3	25	9.6
Totals	32	100.1	71	100.0	50	100.0	25	100.0	28	100.0	17	100.0	29	99.9	9	99.9	261	100.0

Length of service as a classroom teacher prior to entering administration or supervision for Arkansas superintendents is shown in Table 10. All, 267, of the reporting superintendents completed this question.

Only 3.4 percent of the reporting superintendents had no experience as a teacher prior to entering administration or supervision, while 4.5 percent had over 15 years of teaching experience. There was no major difference in average experience as a teacher found for superintendents in different sizes of school districts. The mean years of teaching experience for the total group prior to entering administration or supervision was 7.1 years and the median was 6.0 years. Thus, it can be seen that an overwhelming percentage of beginning superintendents had experience as a teacher and that this experience averaged between 5.6 and 7.7 years.

Table 10. Length of Service as Classroom Teacher Prior to Entering Administration or Supervision of Arkansas Superintendents

Length of Service	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None			2	2.8	3	6.1	1	4.0	1	3.2			2	7.1			9	3.4
1 year	2	5.4	2	2.8			3	12.0	2	6.5	1	6.7	2	7.1	1	10.0	13	4.9
2-3 yrs.	7	18.9	11	15.3	10	20.4	2	8.0	6	19.4	2	13.3	8	28.6	3	30.0	49	18.4
4-5 yrs.	5	13.5	12	16.7	8	16.3	5	20.0	10	32.3	4	26.7	6	21.4	3	20.0	52	19.5
6-7 yrs.	11	29.7	16	22.2	8	16.3	3	12.0	1	3.2	1	6.7	4	14.3	1	10.0	45	16.9
8-9 yrs.	4	10.8	11	15.3	8	16.3	3	12.0	5	16.1	1	6.7	1	3.6			33	12.4
10-11 yrs.	2	5.4	10	13.9	5	10.2	4	16.0			3	20.0	1	3.6			25	9.4
12-13 yrs.	3	8.1	3	4.2	3	6.1	1	4.0	5	16.1	3	20.0	3	10.7	2	20.0	23	8.6
14-15 yrs.	1	2.7	2	2.8	2	4.1							1	3.6			6	2.2
Over 15 yrs	2	5.4	3	4.2	2	4.1	3	12.0	1	3.2					1	10.0	12	4.5
Totals	37	99.9	72	100.2	49	99.9	25	100.0	31	100.0	15	100.1	28	100.0	10	100.0	267	100.2
Mean	7.3		7.4		7.3		6.4		6.6		7.7		5.6		7.0		7.1	
Median	6.3		6.8		6.4		6.5		4.8		6.5		4.2		4.5		6.0	

Entry Into Administration or Supervision

Age

Table 11 shows that the typical Arkansas superintendent moved into his first administrative or supervisory position about 5 to 7 years after beginning his career in education. (See Tables 6 and 10) The mean age of entry into his first administrative or supevisory position was 30.1 years and his median age was 29.2 years.

Only 1.2 percent of the superintendents received their first appointment to a supervisory or administrative position at age 21 or younger; only 5.4 percent started their administrative or supervisory careers at age 40 or older. A total of 40.2 percent of the superintendents began their administrative or supervisory careers between the ages of 25-29 years. The next largest group--29.0 percent--began such careers between the ages of 30-34 years. So it can be seen that 8 out of 10 superintendents started their administrative or supervisory careers before they were 35 years of age.

Table 11. Age of Arkansas Superintendents Entering First Administrative or Supervisory Position

Age Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
21 or less			1	1.6									1	3.8	1	10.0	3	1.2
22 yrs.			1	1.5	1	2.2					1	6.7					3	1.2
23 yrs.	3	10.7	4	6.3	2	4.4	1	4.2	1	3.5			2	7.7			13	5.4
24 yrs			4	6.3	4	8.9			1	3.5			1	3.8			10	4.1
25-29 yrs.	15	53.6	20	31.2	18	40.0	8	33.3	15	51.7	4	26.7	12	46.2	5	50.0	97	40.2
30-34 yrs.	7	25.0	22	34.4	12	26.7	4	16.7	9	31.0	7	46.7	7	26.9	2	20.0	70	29.0
35-39 yrs	3	10.7	7	10.9	6	13.3	6	25.0	3	10.3	3	20.0	2	7.7	2	20.0	32	13.4
40 & over			5	7.8	2	4.4	5	20.8					1	3.8			13	5.4
Totals	28	100.0	64	100.1	45	99.9	24	100.0	29	100.0	15	100.1	26	100.0	10	100.0	241	99.9
Mean (yrs)	28.9		30.4		29.8		33.3		29.3		31.0		29.0		29.4		30.1	
Median (yrs)	28.2		30.0		28.8		33.3		28.7		31.3		28.3		28.5		29.2	

Table 12 is somewhat a continuation of Table 11. Table 12 shows the age of Arkansas superintendents at entering their second administrative or supervisory position. From this table it can be seen that the mean age in years was 33.8 when entering the second position in education other than classroom teacher; the median age in years was 33.2. A comparison by size of school district seemed to reveal no major differences in ages. It appears that the typical Arkansas superintendent entered his second position in administration or supervision between three or four years after his first appointment.

Table 12. Age at Entering Second Administrative or Supervisory Position of Arkansas Superintendents

Age Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
21 or less																		
22 yrs.																		
23 yrs.																		
24 yrs.	2	8.7	1	1.9					1	4.8			1	4.8			5	2.6
25-29 yrs.	4	17.4	8	15.4	7	21.2	4	20.0	4	19.0	3	25.0	6	28.6	3	30.0	39	20.3
30-34 yrs.	9	39.1	26	50.0	10	30.3	5	25.0	10	47.6	4	33.3	5	23.8	2	20.0	71	37.0
35-39 yrs.	2	8.7	11	21.2	7	21.2	3	15.0	3	14.3	2	16.7	5	23.8	3	30.0	36	18.8
40 & over	6	26.1	6	11.5	9	27.3	8	40.0	3	14.3	3	25.0	4	19.0	2	20.0	41	21.4
Totals	23	100.0	52	100.0	33	100.0	20	100.0	21	100.0	12	100.0	21	100.0	10	100.0	192	100.1
Mean (yrs.)	33.5		33.3		34.7		35.8		32.8		33.3		33.3		34.0		33.8	
Median (yrs.)	32.6		32.8		34.3		36.2		32.3		33.3		33.0		34.5		33.2	

Nature of First Administrative or Supervisory Position

The first administrative position of Arkansas superintendents was most likely to be the principalship. Eighty-two percent of the 261 superintendents responding to this question indicated that their first

administrative position was the principalship. Table 13 points out that the principalship is the major point of entry into the superintendency regardless of the size of school district. The positions of assistant superintendent, director of guidance, supervisor of instruction, and other positions served as the first administrative positions for 18 percent of the Arkansas superintendents.

Table 13. Nature of First Administrative or Supervisory Position of Arkansas Superintendents

Type of Position	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Assistant Principal	5	14.7	10	13.9	5	10.6	2	8.0	2	6.5	1	6.7			4	40.0	29	11.1
Principal	21	61.8	47	65.3	35	74.5	19	76.0	24	77.4	12	80.0	23	85.2	4	40.0	185	70.9
Suprv. of Instruc.			1	1.4					1	3.2	1	6.7	1	3.7			4	1.5
Director of Guidance			1	1.4	1	2.1	1	4.0					2	7.4			5	1.9
Assistant Superint.			1	1.4	1	2.1									2	20.0	4	1.5
Other	8	23.5	12	16.7	5	10.6	3	12.0	4	12.9	1	6.7	1	3.7			34	13.0
Totals	34	100.0	72	100.1	47	99.9	25	100.0	31	100.0	15	100.1	27	100.0	10	100.0	261	99.9

Positions Held in Education

The various types of educational positions held by superintendents appears in Table 14. It is apparent that the two prior positions most likely to have been occupied by a superintendent of schools are classroom teacher and principal. Of the 248 responding, 100 percent reported that they were classroom teachers. Of the 248, 186 or 75 percent, reported that they had also been principals. Only 48 or 19 percent reported they were assistant principals or supervisors prior to becoming superintendents.

There was no deviation by size of school district as related to the educational position held prior to the superintendency.

Table 14. Types of Educational Positions Held by Arkansas Superintendents

Position	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Class Teacher	36	46.8	67	57.3	40	45.5	25	46.3	30	44.8	15	36.6	26	38.2	9	25.0	248	45.3
Assistant Principal	6	7.8	8	6.8	5	5.7	4	7.4	3	6.0	3	7.3	2	2.9	5	13.9	37	6.8
Principal	26	33.8	33	28.2	39	44.3	20	37.0	25	37.3	14	34.1	24	35.3	5	13.9	186	33.9
Supv. of Instruc.	1	1.3							2	3.0	2	4.9	3	4.4	3	8.3	11	2.0
Director of Guidance	1	1.3	2	1.7	2	2.3	2	3.7	1	1.5	1	2.4	2	2.9	3	8.3	14	2.6
Assistant Supt.	2	2.6	2	1.7	1	1.1	1	1.9	4	6.0	4	9.6	9	13.2	6	16.7	29	5.3
Associate Supt.	1	1.3									1	2.4			2	5.6	4	0.7
Other	4	5.2	5	4.3	1	1.1	2	3.7	1	1.5	1	2.4	2	2.9	3	8.3	19	3.5
Totals	77	100.0	117	100.0	88	100.0	54	100.0	67	100.1	41	99.7	68	99.8	36	100.0	548	100.1

The various combinations of educational experiences other than the superintendency are summarized in Table 15. The number of superintendents who served as teachers only was 14.7 percent. The career line most often followed was from teacher to principal to superintendent; 58.3 percent followed this pattern. Comparatively few served as principals only (2.6 percent) and none came from the central office to become superintendent.

Non-Educational Posts

Data on post-college non-educational positions held by superintendents for one year or longer are presented in Table 16. Only 1.7 percent of the superintendents reported no non-educational employment.

Table 15. Combinations of Educational Experience Other than the Superintendency of Arkansas Superintendents

Combination of Position	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teacher Only	14	37.8	14	19.2	4	8.3	2	8.0	3	9.7			2	7.4			39	14.7
Principal Only	1	2.7			4	8.3	1	4.0					1	3.7			7	2.6
Cent. Off. Only																		
Teacher & Principal	17	45.9	49	67.1	34	70.8	20	80.0	18	58.1	6	40.0	10	37.0	1	10.0	155	58.3
Teacher & Cen. Off	1	2.7	1	1.4	1	2.1			1	3.2			1	3.7			5	1.9
Educ. Exp			3	4.1					1	3.2							4	1.5
Principal & Cen. Off													1	3.7			1	0.4
Teach, Princ. & Cen. Off	4	10.8	5	6.8	4	8.3	1	4.0	8	25.8	9	60.0	12	44.4	9	90.0	52	19.5
No Ans.			1	1.4	1	2.1	1	4.0									3	1.1
Totals	37	99.9	73	100.0	48	99.9	25	100.0	31	100.0	15	100.0	27	99.9	10	100.0	266	100.0

A total of 39.3 percent of the responses showed military service. Business or other experiences were reported by 58.9 percent.

Table 15 also shows the salary in non-educational positions as compared to that of the next educational position. Of the 115 persons who reported this item, 40.9 percent received more salary in non-educational work and 34.8 percent received less pay. The remaining 24.3 percent received essentially the same salary.

Entry Into the Superintendency

Age

For the practicing Arkansas superintendent, the first appointment to a superintendency came approximately six years after appointment

Table 16. Post-College Non-Educational Positions Held by Arkansas Superintendents for One Year or Longer with Salary Comparisons

Non-Educ. Experiences	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None					2	11.1											2	1.7
Military	3	21.4	16	39.0	7	38.9	2	18.2	5	71.4	5	44.4	8	61.5	1	25.0	46	39.3
Business	10	71.4	15	36.3	5	27.8	7	63.6	1	14.3	5	55.5	3	23.0	1	25.0	47	40.1
Other	1	7.1	10	24.4	4	22.2	2	18.2	1	14.3			2	15.4	2	50.0	22	18.8
Totals	14	99.9	41	100.0	18	100.0	11	100.0	7	100.0	9	99.9	13	99.9	4	100.0	117	99.9
Comparison																		
Equal to Next Educ. Position	3	21.4	9	22.5	5	31.3	2	20.0			4	50.0	4	28.6	1	33.3	28	24.3
Less Than Next Educ. Position	6	42.9	15	37.5	4	25.0	3	30.0	4	40.0	3	37.5	5	35.7			40	34.8
More Than Next Educ. Position	5	35.7	16	40.0	7	43.7	5	50.0	6	60.0	1	12.5	5	35.7	2	66.7	47	40.9
Totals	14	100.0	40	100.0	16	100.0	10	100.0	10	100.0	8	100.0	14	100.0	3	100.0	115	100.0

to the first administrative position or approximately twelve years after entry into an educational career. Table 17 reveals the median age at time of first appointment was 36.2 and the mean age 35.5. The mean and median age of superintendents in school districts of 4,000 and more pupils is six to seven years older than the mean and median ages of superintendents in school districts of 0-249 pupils. Apparently superintendents of larger school districts entered into their first superintendency at an older age. One superintendent reported he obtained his first superintendency before his twentieth birthday while two superintendents indicated they entered the position for the first time at an age above 55 years. The modal period is the ten-year span from age 30

to age 39 when over one-half or 56.7 percent of the Arkansas superintendents were employed in their initial superintendency.

Table 17. Age of Appointment to First Superintendency of Arkansas Superintendents

Age Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 20			1	1.4													1	0.4
20 - 24													1	3.8			1	0.4
25 - 29	5	14.7	9	12.9	9	19.1	1	4.2	7	23.3	1	6.7	1	3.8			33	12.9
30 - 34	12	35.3	22	31.4	7	14.9	6	25.0	10	33.3	2	13.3	7	26.9	1	10.0	67	26.2
35 - 39	7	20.6	25	35.7	16	34.0	7	29.2	6	20.0	4	26.7	10	38.5	3	30.0	78	30.5
40 - 44	5	14.7	4	5.7	12	25.5	4	16.7	2	6.7	4	26.7	2	7.7	3	30.0	36	14.1
45 - 49	4	11.8	6	8.6	2	4.3	4	16.7	4	13.3	3	20.0	3	11.5	2	20.0	28	10.9
50 - 54	1	2.9	3	4.3	1	2.1	2	8.3			1	6.7	2	7.7			10	3.9
55 yrs. +									1	3.3					1	10.0	2	0.8
Totals	34	100.0	70	100.0	47	99.9	24	100.1	30	99.9	15	100.1	26	99.9	10	100.0	256	100.1
Mean (yrs)	34.9		36.4		34.6		34.3		30.7		40.5		37.2		41.3		35.5	
Median (yrs)	34.5		35.1		36.8		38.1		33.5		40.1		36.5		41.2		36.2	

Table 18 shows the period between appointment to the first superintendency and movement to a second and third superintendency. The average period of movement from first to second appointment is 5.5 years and the average period of movement from second to third is 2.0 years. The small number of superintendents (40) reporting a third move agrees with the basic information found in Table 31 relating to mobility. Essentially, Arkansas superintendents are not highly mobile professionals.

Table 18. Median Ages at Appointment to First, Second, and Third Superintendency of Arkansas Superintendents

Category	Median Appointment Age in Years For First Position	Second Position	Increase Over First	Third Position	Increase Over Second
A	34	39	5	35	-4
B	35	38	3	41	3
C	36	41	5	44	2.5
D	38	38.5	0.5	41	2.5
E	33	40	7	40.5	0.5
F	42	47	8	51	3
G	36	39	3	47	8
H	41	44	3	-	-
Mean Age	35.5	41.0	5.5	41.7	2.0
No. Report.	256	116		40	

Length of Service

Tables 19 and 20 present data on the length of service of Arkansas superintendents in their first through sixth supertendencies. Table 19 shows that superintendents in the smallest school districts (0-249) tended to stay a shorter time in their first superintendency than did the superintendents from all other school districts. The mean was 6.7 years and the median was 5.2 years for the number of years in the first superintendency. Considering the mean data in Table 20, it can be summarized that the typical superintendent has spent about 5.5 years in each school district served. Median time spent in each school district as superintendent was about 3.7 years.

Table 19. Number of Years in First Superintendency of Arkansas Superintendents

Years	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 year	6	18.2	8	12.3	5	11.6	2	8.7	1	3.3	1	7.7					23	9.5
2-3 years	10	30.3	15	23.1	11	25.6	8	34.8	6	20.0	3	23.1	6	23.1	3	37.5	62	25.7
4-5 years	6	18.2	14	21.5	8	18.6	2	8.7	5	16.7	3	23.1	3	11.5	2	25.0	43	17.8
6-7 years	6	18.2	6	9.2	6	14.0	4	17.4	4	13.3	2	15.4	2	7.7	1	12.5	31	12.9
8-9 years	1	3.0	8	12.3	5	11.0	4	17.4	2	6.7			2	7.7	1	12.5	23	9.5
10-11 years			4	6.2	2	4.7	3	13.0	5	16.7	3	23.1	2	7.7			19	7.9
12-13 years	1	3.0	3	4.6	2	4.7			2	6.7			4	15.4	1	12.5	13	5.4
14-15 years			2	3.1	2	4.7			1	3.3	1	7.7	2	7.7			8	3.3
16-17 years	2	6.1	2	3.1					1	3.3							5	2.1
18-19 years			1	1.5	1	2.3			1	3.3			3	11.5			6	2.5
20 or more	1	3.0	2	3.1	1	2.3			2	6.7			2	7.7			8	3.3
Totals	33	100.0	65	100.0	43	100.1	23	100.0	30	100.0	13	100.1	26	100.0	8	100.0	241	99.9
Mean (yrs)	5.2		6.4		6.1		5.3		8.3		6.2		8.4		5.5		6.7	
Median (yrs)	3.7		4.9		4.9		5.0		7.0		5.2		8.5		4.5		5.2	

Table 20. Mean and Median Years Spent in First Through Sixth Superintendency of Arkansas Superintendents

Group	Mean Years Spent In Each Superintendency						Median Years Spent In Each Superintendency					
	1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd	4th	5th	6th
A (0 - 249)	5.2	3.5	3.4	3.9	2.3	1.0	4.0	2.0	3.0	4.0	1.0	1.0
B (250 - 499)	6.6	4.8	6.3	3.8	1.3	6.0	5.0	3.5	3.5	3.5	1.0	3.5
C (500 - 749)	6.2	8.1	3.5	1.5	4.5	2.0	5.0	6.5	2.5	1.5	4.5	2.5
D (750 - 999)	5.2	5.3	3.0	18.0	0.0	0.0	4.0	3.5	2.0	18.0	0.0	0.0
E (1000 - 1499)	8.9	6.9	6.0	6.3	10.0	0.0	7.5	4.5	4.5	6.0	8.5	0.0
F (1500 - 1999)	6.1	4.6	4.7	0.0	0.0	0.0	5.0	4.0	5.0	0.0	0.0	0.0
G (2000 - 3999)	10.1	6.5	4.0	21.0	0.0	0.0	10.0	5.5	2.0	21.0	0.0	0.0
H (4000 - Over)	5.1	3.8	0.0	0.0	0.0	0.0	4.5	1.5	0.0	0.0	0.0	0.0
Totals (A-H)	6.7	5.4	4.4	9.1	4.5	3.0	5.2	4.4	3.0	4.3	3.0	2.5
No. Reporting	241	104	36	18	10	6	241	104	36	18	10	6

The 1983 superintendents in Arkansas had spent an average of 9.9 years in total service as a superintendent of a school district. Table 21 indicates that the mean years of service was least for superintendents in the smallest school districts (A = 0-249), with 6.7 years service, and greatest in the fifth largest school districts (E = 1000-1499) with 13.2 years. Median years service in the superintendency was found to be 7.9 years.

Table 21. Arkansas Superintendents' Total Length of Service as a Superintendent

Years	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 year	4	10.8	5	7.0	3	6.3	2	8.0	1	3.2	1	6.7			1	10.0	17	6.4
2-3 yrs.	7	18.9	8	11.3	5	10.4	4	16.0	4	12.9	3	20.0	2	7.1	3	30.0	36	13.6
4-5 yrs.	4	10.8	10	14.1	5	10.4	2	8.0	1	3.2	1	6.7	1	3.6	1	10.0	25	9.4
6-7 yrs.	6	16.2	7	9.9	7	14.6	4	16.0			3	20.0	3	10.7			30	11.3
8-9 yrs.	3	8.1	13	18.3	6	12.5	5	20.0	3	9.7	1	6.7	2	7.1	2	20.0	35	13.2
10-11 yrs.	2	5.4	6	8.5	3	6.3	3	12.0	4	12.9	2	13.3	4	14.3	1	10.0	25	9.4
12-13 yrs.	2	5.4	6	8.5	2	4.2	1	4.0	2	6.5			4	14.3	1	10.0	18	6.8
14-15 yrs.	3	8.1	3	4.2	3	6.3	1	4.0	2	6.5	2	13.3	3	10.7			17	6.4
16-17 yrs.	1	2.7	5	7.0	5	10.4	2	8.0	2	6.5			1	3.6	1	10.0	17	6.4
18-19 yrs.	1	2.7							3	9.7	1	6.7	3	10.7			8	3.0
20 or more	4	10.8	8	11.3	9	18.8	1	4.0	9	29.0	1	6.7	5	17.9			37	14.0
Totals	37	99.9	71	100.1	48	100.2	25	100.0	31	100.1	15	100.1	28	100.0	10	100.0	265	99.9
Mean (yrs)	6.7		9.2		10.4		8.1		13.2		8.7		12.7		7.0		9.9	
Median (yrs)	6.7		8.3		8.8		7.7		14.0		7.2		13.5		7.5		7.9	

Table 22 shows the length of service in the present superintendency for Arkansas superintendents in 1983. A total of 264 superintendents responded to this item on the questionnaire. The median length of service was found to be approximately 6 years. A total of 13.6

percent were serving their first year as a superintendent while 4.2 percent had served over twenty years. As a group, superintendents in larger school districts have more years of service in their present superintendency than superintendents in smaller school districts.

Table 22. Arkansas Superintendents' Length of Service in Present Superintendency

Years	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 year	10	27.8	9	12.5	6	12.5	2	8.0	2	6.5	2	13.3	1	3.7	4	40.0	36	13.6
2 years	6	16.7	8	11.1	9	18.8	5	20.0	3	9.7	3	20.0	1	3.7	2	20.0	37	14.0
3 years	4	11.1	7	9.7	1	2.1	3	12.0	2	6.5			3	11.1			20	7.6
4 years			5	6.9	2	4.2	1	4.0	2	6.5			1	3.7			11	4.2
5 years	5	13.9	8	11.1	4	8.3					2	13.3	1	3.7			20	7.6
6-10 yrs.	7	19.4	19	26.4	11	22.9	11	44.0	9	29.0	6	40.0	9	33.3	2	20.0	74	28.0
11-15 yrs.	2	5.6	9	12.5	10	20.8	2	8.0	9	29.0	2	13.3	6	22.2	2	20.0	42	15.9
16-20 yrs.	2	5.6	2	2.8	3	6.3	1	4.0	2	6.5			3	11.1			13	4.9
21 or more			5	6.9	2	4.2			2	6.5			2	7.4			11	4.2
Totals	36	100.1	72	99.9	48	100.1	25	100.0	31	100.2	15	99.9	27	99.9	10	100.0	264	100.0

Position Held Prior to Appointment to Present Superintendency

The position held prior to appointment to present superintendency is reported in Table 23. Table 23 shows that the 254 responding, 144 or 56.6 percent were principals prior to appointment as superintendents. Those who held other superintendencies or assistant superintendencies prior to the present appointment numbered 63 of the 254 responding or 24.8 percent.

Table 23. Position Held Prior to Appointment to Present Superintendency by Arkansas Superintendents

Type of Position	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Assistant Principal	2	5.6			4	8.7	1	4.0	1	3.3							8	3.1
Principal	19	52.8	43	63.2	29	63.0	18	72.0	12	40.0	6	40.0	8	29.6	1	14.3	136	53.5
Supv. of Instruction			1	1.5	1	2.2							1	3.7			3	1.2
Director of Guidance											1	6.7			1	14.3	2	0.8
Assistant Supt.	2	5.6	1	1.5			1	4.0	4	13.3	4	26.7	8	29.6	5	71.4	25	9.8
Other Supt.	4	11.1	9	13.2	5	10.9	3	12.0	8	26.7	3	20.0	6	22.2			38	15.0
Other	9	25.0	14	20.6	7	15.2	2	8.0	5	16.7	1	6.7	4	14.8			42	16.5
Totals	36	100.0	68	100.0	46	100.0	25	100.0	30	100.0	15	100.1	27	99.9	7	100.0	254	99.9

Enrollment Patterns

Data in Table 24 show that 93.4 percent of Arkansas superintendents began their careers as superintendents in school districts of less than 3,000 enrollment. Only 17 superintendents or 6.6 percent began their careers as superintendents in school districts of 3,000 or more enrollment.

Table 25, reporting school district enrollments at the time of appointment to the first, second, third, and fourth superintendency, indicates that superintendents do not seem to move from school districts of smaller enrollments to those with larger enrollments. When the mean enrollments are considered, only the superintendents from school districts of 2,000 or more (categories G & H) advanced to much larger

Table 24. District Enrollment in Frist Superintendency of Arkansas Superintendents

Enrollment	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 300	28	75.7	24	34.3	5	10.6	2	8.0	5	17.2			1	3.7			65	25.1
300-2999	8	21.6	45	64.3	41	87.2	23	92.0	23	79.3	14	100.0	22	81.5	1	10.0	177	68.3
3000-4999	1	2.7	1	1.4									4	14.8	4	40.0	10	3.9
5000-9999															5	50.00	5	1.9
10000-24999					1	2.1											1	0.4
25000-49999									1	3.4							1	0.4
50000-99999																		
Totals	37	100.0	70	100.0	47	99.9	25	100.0	29	99.9	14	100.0	27	100.0	10	100.0	259	100.0
Mean	275		511		1033		780		2185		1372		1897		5150		1083	
Median	220		321		600		752		900		1520		1900		4900		521	

school districts from their first to second, or first to fourth, superintendency. This same fact is noted when median enrollments are considered.

Table 25. District Enrollment in First, Second, Third and Fourth Superintendency of Arkansas Superintendents.

Group	Mean Enrollment Start Each Superintendency							Median Enrollment Start Each Superintendency						
	First	Second	Increase	Third	Increase	Fourth	Increase	First	Second	Increase	Third	Increase	Fourth	Increase
	No.	No.	Over 1st	No.	Over 2nd	No.	Over 3rd	No.	No.	Over 1st	No.	Over 2nd	No.	Over 3rd
A (0- 249)	275	604	329	545	- 59	1916	1371	220	230	10	350	120	400	50
B (250- 499)	511	455	- 66	463	18	657	194	321	390	69	375	- 15	330	- 45
C (500- 749)	1033	2447	1414	1605	- 842	548	-1057	600	650	50	520	- 130	558	38
D (750- 999)	780	882	102	802	- 80	922	- 120	752	910	158	880	- 30	922	42
E (1000-1499)	2185	1183	-1002	1680	497	2787	1107	900	1200	300	1190	- 10	1300	110
F (1500-1999)	1372	5752	4380	1920	-3832			1520	1900	380	1920	20		
G (2000-3999)	1897	2513	616	2666	153	3300	634	1900	2750	850	2700	- 50	3300	600
H (4000-Over)	5150	9979	4829					4900	7800	2900				
No. Responding	260	114		39		22		260	114		39		22	

Salaries

Table 26 presents the starting salaries in the first superintendency for Arkansas superintendents. It should be noted that some of these superintendents may have started their careers as superintendents over 25 years ago and some began this year. The mean starting salary of superintendents for categories A-H appears to vary. One major deviation in amount of starting salaries occurs in Category H. The median starting salary in the first superintendency was $14,000 and the mean was $14,950. A total of 142 out of 258 (55 percent) of the reporting superintendents started at a salary of less than $15,000 and 116 superintendents or 45 percent began at a salary of $15,00 or more.

Table 26. Starting Salary of Arkansas Superintendents in First Superintendency

Salary Range in Dollars	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 5,000	5	13.5	7	10.0	4	8.5	1	4.0	4	13.8			1	3.7			22	8.5
5,000-9,999	7	18.9	13	18.6	13	27.7	4	16.0	10	34.5	4	28.6	6	22.2			57	22.1
10,000-14,999	10	27.0	18	25.7	7	14.9	9	36.0	9	31.0	3	21.4	7	25.9			63	24.4
15,000-19,999	10	27.0	18	25.7	13	27.7	3	12.0			3	21.4	6	22.2	2	22.2	55	21.3
20,000-24,999	4	10.8	11	15.7	6	12.8	2	8.0	1	3.4	1	7.1	3	11.1	1	11.1	29	11.2
25,000-29,999			2	2.9	4	8.5	4	16.0	3	10.3			1	3.7	2	22.2	16	6.2
30,000-34,999	1	2.7					2	8.0	1	3.4	3	21.4	1	3.7			8	3.1
35,000-39,999			1	1.4					1	3.4			1	3.7	3	33.3	6	2.3
40,000-44,999															1	11.1	1	0.4
45,000-49,000													1	3.7			1	0.4
Totals	37	99.9	70	100.0	47	100.1	25	100.0	29	99.8	14	99.9	27	99.9	9	99.9	258	99.9
Mean	13,611		14,171		13,857		16,680		12,469		16,836		16,078		29,100		14,950	
Median	14,500		14,441		14,000		14,000		10,000		14,500		15,000		28,000		14,000	

Table 27 shows the mean and median salaries in the first, second, third, and fourth superintendency for Arkansas superintendents. The difference between the mean starting salaries in the first and fourth superintendencies was $3,468. The difference between the median starting salaries in the first and fourth salaries was $4,500. The mean salary gain for all superintendents was $3,372 for the second superintendency, a decrease of $831 for the third, and an increase of $927 for the fourth superintendency.

Table 27. Mean and Median Salaries of Arkansas Superintendents in First, Second, Third, and Fourth Superintendency

Group	Mean Starting Salaries Paid In Each Superintendency						
	First	Second		Third		Fourth	
	Amount	Amount	Increase	Amount	Increase	Amount	Increase
A (0- 249)	13,611	17,398	3,787	14,686	-2,712	22,700	8,014
B (250- 499)	14,171	15,798	1,627	16,250	452	21,360	5,110
C (500- 749)	13,857	16,057	200	18,217	2,160	14,967	-3,250
D (750- 999)	16,680	18,320	1,640	18,387	57	11,575	-6,812
E (1000-1499)	12,469	16,531	4,062	17,600	1,069	17,000	- 600
F (1500-1999)	16,836	17,800	964	22,750	4,950		
G (2000-3999)	16,078	22,855	6,777	22,667	- 188	12,000	-10,669
H (4000-Over)	29,100	41,300	12,200				
Mean	14,950	18,322	3,372	17,491	- 831	18,418	927
No. Respond.	258	110		39		20	

Table 27. (continued)

Group	Median Starting Salaries Paid In Each Superintendency						
	First	Second		Third		Fourth	
	Amount	Amount	Increase	Amount	Increase	Amount	Increase
A (0- 249)	14,500	16,900	2,400	14,400	-2,500	20,000	5,500
B (250- 499)	14,441	15,000	559	16,500	500	24,000	7,500
C (500- 749)	14,000	13,500	- 500	18,000	4,500	15,000	-3,000
D (750- 999)	14,000	15,000	1,000	14,750	- 250	11,575	-3,175
E (1000-1499)	9,500	12,000	2,500	15,000	3,000	14,000	-1,000
F (1500-1999)	14,000	17,000	3,000	21,500	4,500		
G (2000-3999)	14,000	22,000	8,000	21,000	-1,000	12,000	-9,000
H (4000-Over)	28,000	45,000	13,000				
Median	14,000	16,950	2,950	16,800	- 150	18,500	1,700
No. Respond.	258	110		39		20	

The median starting salary as reported in Table 28 for the current superintendency was $14,000 and the mean was $14,950. Over 56 percent of the Arkansas superintendents began their present position at less than $20,000; while 8.6 percent began at $30,000 or more. One superintendent began his present job at a salary of $40,000 or more and 2 superintendents began their present jobs at under $5,000. It should be noted that only 69 of the 267 reporting superintendents answered this item. Also, low beginning salaries may have been paid to superintendents who now have many years of service in their present position.

Table 28. Starting Salary of Arkansas Superintendents in Current Superintendency

Salary Range in Dollars	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 5,000					2	9.5											2	2.9
5,000-9,999	2	20.0	3	21.4	6	28.6	1	25.0	1	14.3							13	18.8
10,000-14,999	2	20.0	1	7.1	2	9.5			3	42.9			2	25.0			10	14.5
15,000-19,999	2	20.0	3	21.4	6	28.6					1	33.3	2	25.0			14	20.3
20,000-24,999	4	40.0	3	21.4	3	14.3			2	28.6	1	33.3	1	12.5	1	50.0	15	21.7
25,000-29,999			3	21.4	2	9.5	3	75.0					1	12.5			9	13.0
30,000-34,999			1	7.1					1	14.3	1	33.3	1	12.5			4	5.8
35,000-39,999													1	12.5			1	1.4
40,000-49.999															1	50.00	1	1.4
Totals	10	100.0	14	99.8	21	100.0	4	100.0	7	100.1	3	99.9	8	100.0	2	100.0	69	99.8
Mean	13,612		14,171		13,857		16,680		12,468		16,835		16,077		29,100		14,950	
Median	14,500		14,441		14,000		14,000		10,000		14,500		14,000		28,000		14,000	

Table 29 lists current annual salaries for Arkansas superintendents in 1983. A total of 179 superintendents answered this question. The mean salary for all categories (A-H) was $28,466 and the median salary was $27,400. Mean and median salaries increased as the size of enrollment in school districts increased. The mean salary for superintendents in the smallest sized school districts (category A) was $22,226, while the mean salary in the largest school districts (category H) was $45,060. No superintendent had a salary of under $15,000. One superintendent reported a salary of $50,000 or more. Twenty-eight percent of the 1983 Arkansas superintendents earn less than $25,000 in salary.

Table 29. Current Annual Salaries of Arkansas Superintendents, 1983

Salary Range in Dollars	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 5,000																		
5,000-9,999																		
10,000-14,999																		
15,000-19,999	3	11.1	2	4.5													5	2.8
20,000-24,999	18	66.7	16	36.4	11	28.9	1	7.7									46	25.7
25,000-29,999	6	22.2	24	54.5	20	52.6	10	76.9	9	42.9	2	22.2					71	39.7
30,000-34,999			1	2.2	5	13.2	1	7.7	6	28.6	5	55.5	7	33.3			25	14.0
35,000-39,999			1	2.2	2	5.3	1	7.7	6	28.6	2	22.2	12	57.1	1	16.7	25	14.0
40,000-49,999													2	9.5	4	66.7	6	3.4
50,000-54,999															1	16.7	1	0.6
Totals	27	100.0	44	99.8	38	100.0	13	100.0	21	100.1	9	99.9	21	99.9	6	100.1	179	100.2
Mean	22,226		25,356		27,427		28,002		31,535		31,866		35,956		45,060		28,466	
Median	21,500		25,100		26,400		27,000		31,720		31,350		36,000		44,000		27,400	

Mobility of Superintendents

Arkansas superintendents are not highly mobile professionals. Of the 261 superintendents responding to the number of school districts in which they have served, 56.7 percent stated that they have been employed in one district; 29.9 percent stated they held superintendent positions in two districts; and 6.1 percent stated they held superintendent positions in three districts. An analysis of Tables 30 and 31 reveals that there is no particular difference in the mobility patterns of superintendents in large school districts as opposed

to superintendents of small school districts. Only 7.2 percent of the Arkansas superintendents stated they have served as superintendents in more than three districts.

Table 30. Number of School Districts Arkansas Superintendents Have Served as Superintendent

Number of Districts	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 District	22	61.1	41	57.7	25	54.3	15	62.5	13	41.9	10	66.7	17	60.7	5	50.0	148	56.7
2 Districts	7	19.4	20	28.2	15	32.6	6	25.0	14	45.2	3	20.0	8	28.6	5	50.0	78	29.9
3 Districts	1	2.8	4	5.6	3	6.5	3	12.5	1	3.2	2	13.3	2	7.1			16	6.1
4 Districts	2	5.6	4	5.6	1	2.2			1	3.2			1	3.6			9	3.4
5 Districts	3	8.3							2	6.5							5	1.9
6 or More	1	2.8	2	2.8	2	4.3											5	1.9
Totals	36	100.0	71	99.9	46	99.9	24	100.0	31	100.0	15	100.0	28	100.0	10	100.0	261	99.9
Mean	1.9		1.7		1.8		1.5		1.9		1.5		1.5		1.5		1.7	

Table 31. Mobility of Arkansas Superintendents

Number of Systems Served	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Movement Within 1 System	8	21.6	26	37.1	12	25.0	9	36.0	14	45.2	4	26.7	12	42.9	3	30.0	89	33.7
Positions In More Than 1 System	29	78.4	44	62.9	36	75.0	16	64.0	17	54.8	11	73.3	16	57.1	7	70.0	175	66.3
Totals	37	100.0	70	100.0	48	100.0	25	100.0	31	100.0	15	100.0	28	100.0	10	100.0	264	100.0

Table 32 shows the number of states in which Arkansas superintendents have served, including the State of Arkansas. A total of 258 superintendents of the 267 reporting answered this question. Almost

all or 93.8 percent have served only in Arkansas, while 5.8 percent have served in one other state than Arkansas. No Arkansas superintendent of the reporting group had served in a total of four or more states. Thus, it can be seen that the great majority of 1983 Arkansas superintendents have been employed as superintendents in Arkansas only.

Table 32. Number of States in Which Arkansas Superintendents Have Served as Superintendents

Number of States	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H. Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 State	33	91.7	68	95.8	42	91.3	23	95.8	28	96.6	15	100.0	25	92.6	8	80.0	242	93.8
2 States	3	8.3	2	2.8	4	8.7	1	4.2	1	3.4			2	7.4	2	20.0	15	5.8
3 States			1	1.4													1	0.4
4 States																		
5 or More																		
Totals	36	100.0	71	100.0	46	100.0	24	100.0	29	100.0	15	100.0	27	100.0	10	100.0	258	100.0
Median	1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0	

Contract Term

The smaller the enrollment of school districts in Arkansas, the more likely the 1983 superintendent was to have a one-year contract. Further, Table 33 data show just the opposite for superintendents in the larger school districts. Considering all reporting superintendents--27.5 percent had one-year contracts; 44.2 percent had two-year contracts; and 27.9 percent had three-year contracts. One superintendent reported a four-year contract. Technically, this superintendent could not have a contract for more than three years according to Arkansas statutes.

Table 33. Term of Contract of Arkansas Superintendents for Present Appointment

Years	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 Year	21	56.8	28	39.4	10	20.8	4	16.0	4	12.9	2	13.3	3	10.7	1	10.0	73	27.5
2 Years	12	32.4	28	39.4	24	50.0	15	60.0	14	45.2	9	60.0	13	46.4	2	20.0	117	44.2
3 Years	4	10.8	14	19.7	14	29.2	6	24.0	13	41.9	4	26.7	12	42.9	7	70.0	74	27.9
4 Years			1	1.4													1	0.4
5 or more																		
Indefinite																		
Totals	37	100.0	71	99.9	48	100.0	25	100.0	31	100.0	15	100.0	28	100.0	10	100.0	265	100.0

Chapter 4

THE SUPERINTENDENT'S PROFESSIONAL PREPARATION

> Educational administration, a relatively recent arrival on the American scene, is only a little more than 100 years old. Its development has been an evolutionary process, born out of need, as citizens came to realize that direction of education called for more specialized training, more time, and more skills than those possessed by laymen. The position of superintendent had been created in a number of communities during the 1800's, but it was not until the turn into the new century that there came into being generally the office of superintendent of schools, functioning as the chief executive of the board of education and titular leader of a professionally trained staff.[1]

A significant element of a profession is the quality and length of formal preparation required to enter. The American School Superintendent reports:

> To emphasize that the superintendent of almost 50 years ago spent considerable time in preparatory study, this first AASA status study of the superintendency reported the amount of education in years beyond elementary school. The same report was pleased to note that "the superintendent of schools is a graduate of high school." The last time an AASA status study reported this fact was in 1933. All subsequent reports have taken elementary and high school education for granted and have focused on preparation at the graduate school level.[2]

In 1968 the State Board of Education in Arkansas adopted the following requirements for obtaining an administrator's certificate:

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[1] American Association of School Administrators, CPEA (Washington, D. C.: 1201 Sixteenth Street, NW, 1954), p. 11.

[2] Stephen J. Knezevich (ed.), The American School Superintendent (Washington, D. C.: American Association of School Administrators, 1971), p. 43.

Hold, or be qualified to hold, at the time of application, the six-year high school or elementary teaching certificate.

Completion of sixty semester hours of graduate training with emphasis in School Administration from an accredited institution(s) authorized to grant the diploma of advanced study or the specialist degree in school administration. This work shall include the Master's Degree with a minimum of thirty semester hours in graduate education courses including an appropriate distribution of courses in administration, supervision and related fields.

A minimum of four year's experience as a teacher or administrator.

NOTE: Superintendents who hold the Superintendent's Certificate based on the Master's Degree from a regionally or nationally accredited teacher education institution(s) may elect to continue renewal of old type of certificate or may exchange for new type upon completion of above requirements. All new applicants must meet the requirements set forth above.[3]

This chapter presents a number of topics that are related to the professional preparation of Arkansas superintendents. Included are such topics as time devoted to graduate study, fields of study, costs incurred, and Arkansas superintendents' appraisal of their graduate programs of study.

Professional Degrees Earned

The data in Table 34 report the highest degree earned in professional preparation. A total of 264 superintendents responded to this item on the questionnaire. Only 30 or 11.4 percent of the 264 superintendents reported having obtained a doctorate. A total of 117 or 44.3 percent of the superintendents hold the specialist degree. Of the 264 reporting, 117 or 44.3 percent held master's degrees. A total of 91, or 34.5 percent, had done additional study beyond the highest

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[3]State Department of Education, Laws and Regulations Governing the Certification of Teachers, Administrators, and Supervisors, Bulletin VI, (Little Rock: State Department of Education, 1972), p. 27.

earned degree. A noticeable larger percentage of the superintendents in districts of 2,000 or more enrollment hold the doctorate.

Table 34. Highest Degree Earned by Arkansas Superintendents

Degree Level	A 0-249		B 240-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None																		
Bachelor's																		
Master's	13	36.1	32	45.1	24	49.0	13	52.0	16	51.6	5	33.3	10	37.0	4	40.0	117	44.3
Specialist	20	55.6	34	47.9	20	40.8	11	44.0	13	41.9	8	53.3	10	37.0	1	10.0	117	44.3
Doctorate	3	8.3	5	7.0	5	10.2	1	4.0	2	6.5	2	13.3	7	25.9	5	50.0	30	11.4
Totals	36	100.0	71	100.0	49	100.0	25	100.0	31	100.0	15	99.9	27	99.9	10	100.0	264	100.0
Additional Work*	19	52.8	18	25.4	19	38.8	7	28.0	10	32.3	6	42.0	8	29.6	4	40.0	91	34.5

*Additional college work beyond the highest degree earned

On the average, Arkansas superintendents initiated their master's degree studies at age 29. Superintendents in smaller school districts (A,B,C,D,E) tended to initiate their graduate studies at an older age while superintendents in the larger school districts (F,G,H) started their graduate studies at an earlier age. Table 35 summarizes by size of school district the superintendents' ages at the beginning of their master's degree study.

Time Devoted to Graduate Study

Time devoted to graduate study by superintendents is reported in Table 36. The typical superintendent began work on his master's degree about the age of 29. The candidate pursuing a specialist degree initiated the study at the age of 34. The average superintendent began his doctoral study at about age 34.

Table 35. Age of Arkansas Superintendents at Beginning of Master's Degree Study in Education

Age Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 25	5	15.6	8	14.0	10	25.6	6	30.0	7	26.9	2	15.4	9	39.1	3	37.5	50	22.9
25-29 yrs.	19	59.4	25	43.9	12	30.8	2	10.0	12	46.2	8	61.5	10	43.5	4	50.0	92	42.2
30-34 yrs.	2	6.2	15	26.3	11	28.2	2	10.0	6	23.1	2	15.4	4	17.4			42	19.3
35-39 yrs.	3	9.4	6	10.5	4	10.3	7	35.0	1	3.8	1	7.7			1	12.5	23	10.6
40 or more	3	9.4	3	5.3	2	5.1	3	15.0									11	5.0
Totals	32	100.0	57	100.0	39	100.0	20	100.0	26	100.0	13	100.0	23	100.0	8	100.0	218	100.0
Mean	29		29		29		31		27		28		26		27		29	
Median	27.2		29		28		30.5		27		27.5		25		25.5		24.5	

It took the average superintendent about three years to complete his master's degree. The specialist degree was completed in about three years after it was initiated. It took those studying to complete a doctoral degree study about three years to complete the program.

Table 36. Time Devoted to Graduate Study by Arkansas Superintendents

Category	Master's Degree Study						Specialist Degree Study						Doctoral Degree Study					
	Starting Age		Completion Age		Total Years		Starting Age		Completion Age		Total Years		Starting Age		Completion Age		Total Years	
	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean
A (0- 249)	27.2	29	30.5	32	1.8	3	30	33	34.5	36	4.5	3	42.5	42	44.5	45	2..	3
B (250- 499)	25	29	32	32	3	3	35.5	36	38	38	2.5	2	35.5	33	41.5	39	6	6
C (500- 749)	28	29	32.5	33	4.5	4	34.5	34	38.5	39	4	5	33.5	35	36.5	38	3	3
D (750- 999)	30.5	31	34	34	3.5	3	35	36	36	37	1	1	35	35	37.5	38	1.5	3
E (1000-1499)	27	27	30	30	3	3	34.5	34	38	38	3.5	4	33	33	35	35	2	2
F (1500-1999)	27.5	28	31	31	3.5	3	35	35	38.5	37	3.5	2	26	26	35	35	9	9
G (2000-3999)	25	26	27	28	2	2	32.5	33	35	36	2.5	3	32.5	35	35.5	36	3	1
H (4000-Over)	25.5	27	28	30	2.5	3	32.5	32	37.5	37	5	5	28	31	35	35	7	4

Semesters devoted by superintendents to full-time graduate study in residence were reported in Table 37. A majority of the superintendents (68.1 percent) reported that residence for a master's degree was completed in two to four semesters. Although on the specialist level, 65.9 percent completed the residence in one to three semesters. A total of four superintendents reported having devoted only one semester full-time in residence on his doctorate; all others reported taking two to seven semesters.

Table 37. Semesters Devoted by Arkansas Superintendents to Full-Time Graduate Study in Residence

Number of Semesters	Master's Degree		Specialist Degree		Doctoral Degree	
	No.	%	No.	%	No.	%
1 Semester	11	12.5	10	21.3	4	15.4
2 Semesters	36	40.9	12	25.5	7	26.9
3 Semesters	15	17.0	9	19.1	6	23.1
4 Semesters	9	10.2	8	17.0	6	23.1
5 Semesters	5	5.7	3	6.4	0	0.0
6 Semesters	7	8.0	3	6.4	2	7.7
7 or More	5	5.7	2	4.3	1	3.8
Totals	88	100.0	47	100.0	26	100.0
Median	2.4		2.7		2.8	

Major Fields of Study

Table 38 shows Arkansas superintendents' major fields of study for the bachelor's degree. A total of 261 superintendents reported this item out of 267 who returned usable questionnaires. Only 13

superintendents or 4.9 percent majored in elementary education; therefore, it can be seen that the overwhelming majority majored in secondary fields. A total of 70 superintendents or 26.2 percent majored in physical education, while 59 superintendents or 22.1 percent majored in social science. These two majors--physical education and social science--were the most popular and combined they made up 48.3 percent of the total group. Other majors ranged from agriculture to science, but none of these comprised as much as 13 percent of the total group. The smallest number and percentage of the majors named was in general education with 7 reported or 2.6 percent. The size of the school district in which the Arkansas superintendents are now employed gives no indication or pattern related to majors for the bachelor's degree.

Table 38. Arkansas Superintendents' Major Fields of Study for the Bachelor's Degree

Fields	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Agriculture	3	7.9	5	7.0	4	8.2											12	4.5
Soc. Sci.	10	26.3	17	23.9	11	22.4	4	16.0	5	16.1	2	13.3	7	25.0	3	30.0	59	22.1
Phys. Ed.	5	10.5	16	22.5	14	28.6	8	32.0	13	41.9	7	46.7	8	28.6			70	26.2
Gen. Ed.			3	4.2	2	4.1	1	4.0					1	3.6			7	2.6
Science	2	5.3	5	7.0	7	14.3	4	16.0	5	16.1	3	20.0	2	7.1	4	40.0	32	12.0
Business	6	15.8	6	8.4	4	8.2	3	12.0	2	6.5	1	6.7			1	10.0	23	8.6
Mathematics	7	18.4	8	11.3	3	6.1	2	8.0	4	12.9	1	6.7	5	17.9	2	20.0	32	12.0
Eng. Spch, For. Lang.	4	10.5	1	1.4	2	4.1	1	4.0									8	3.0
Elementary	1	2.6	6	8.4	2	4.1	1	4.0			1	6.7	2	7.1			13	4.9
Other			1	1.4					1	3.2			3	10.7			5	1.9
Not Report.	1	2.6	3	4.2			1	4.0	1	3.2							6	2.2
Totals	38	99.9	71	99.7	49	100.1	25	100.0	31	99.9	15	100.1	28	100.0	10	100.0	267	100.0

Arkansas superintendents' major fields of study for the master's degree are reported in Table 39. A total of 169 superintendents or 63.8 percent of the 265 reported their major as educational administration. Physical education and health majors comprised the second largest group, but only 15 superintendents or 5.7 percent reported this major. No other major except math and science for the master's degree included as much as 5 percent of the reporting group. The majors least studied by superintendents were elementary education, English, speech, and foreign language. These majors were not reported by as much as 1 percent of the superintendents.

Table 39. Arkansas Superintendents' Major Fields of Study for the Master's Degree

Field	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ed. Admin.	21	58.3	42	58.3	28	57.1	18	72.0	23	74.2	13	86.7	18	66.7	6	70.0	169	63.8
Guidance	1	2.8	5	6.9	2	4.1			1	3.2			2	7.4			11	4.2
PE & Heal.	1	2.8	3	4.2	5	10.2	1	4.0	4	12.9	1	6.7					15	5.7
Math & Sci.	2	5.6	2	2.8	4	8.2	2	8.0	1	3.2			2	7.4	1	10.0	14	5.3
Elem. Ed.			2	2.8													2	0.8
Eng. Spch. For. Lang.	1	2.8															1	0.4
Sec. Ed.	3	8.3	2	2.8	2	4.1							1	3.7			8	3.0
Soc. Sci	2	5.6	3	4.2	2	4.1					1	6.7			2	20.0	10	3.8
Other	3	8.3	11	15.3	5	10.2	2	8.0	1	3.2			4	14.8	1	10.0	27	10.2
Not Report.	2	5.6	2	2.8	1	2.0	2	8.0	1	3.2							8	3.0
Totals	36	100.0	72	100.1	49	100.0	25	100.0	31	99.9	15	100.1	27	100.0	10	100.0	265	100.2

Cost Incurred for Graduate Study

Table 40 reports estimated expenditures by Arkansas superintendents for graduate study at the master's, specialist's, and doctoral degree levels. At the master's degree level, 164 superintendents reported expenditures ranging from less than $1,000 to $10,000 or more. The largest reporting group included 73 persons or 44.5 percent with expenditures of $2,500 to $4,999. Only 3 superintendents or 1.8 percent reported expenditures of less than $1,000 while completing the master's degree. Only 9 persons or 5.5 percent spent $10,000 or more on graduate work at the master's degree level.

At the specialist's degree level of graduate study, 102 superintendents reported expenditures. Only 3 persons or 2.9 percent of the group spent less than $1,000, while 4 persons or 3.9 percent reported expenditures of $10,000 or more. The largest group, 37 persons or 36.3 percent, spent $2,500 to $4,999.

A total of 31 superintendents reported experditures at the doctoral degree level of graduate study. Nine of these persons or 29.0 percent spent from $5,000 to $7,499; two persons or 6.5 percent spent $1,000 to $2,499; and 13 persons or 41.9 percent spent $10,000 or more on doctoral study.

Considering the total group of 297 superintendents reporting graduate study expenditures at the master's, specialist's, or doctoral degree levels, 115 or 38.7 percent spent from $2,500 to $4,999 for any one level of study; and 78 or 26.3 percent reported an expenditure from $1,000 to $2,400. Only 6 persons or 2.0 percent spent less than

$1,000 and only 8 persons or 2.7 percent reported expenditures of $7,500 to $9,999. However, 26 persons or 8.7 percent reported expenditures at various levels of graduate study of $10,000 or more.

Table 40. Estimated Expenditures by Arkansas Superintendents for Graduate Study

Range of Expenditures	Master's		Specialist		Doctorate		Total	
	No.	%	No.	%	No.	%	No.	%
Less than $1,000	3	1.8	3	2.9			6	2.0
$1,000 to $2,499	46	28.0	30	29.4	2	6.5	78	26.3
$2,500 to $4,999	73	44.5	37	36.3	5	16.1	115	38.7
$5,000 to $7,499	30	18.3	25	24.5	9	29.0	64	21.5
$7,500 to $9,999	3	1.8	3	2.9	2	6.5	8	2.7
$10,000 or More	9	5.5	4	3.9	13	41.9	26	8.7
Totals	164	99.9	102	99.9	31	100.0	297	99.9
Median Expen.*	$3,000		$3,200		$7,000			

*Estimates

Financial Assistance

Table 41 presents data on four sources of financial support for superintendents while pursuing graduate study. Caution should be used in reading Table 41 data as one person could have received two or more sources of financial support. At the master's degree level of study the largest source of support was the G.I. Bill or Veterans' benefits with 55 persons or 49.8 percent receiving such support. Other sources of financial support included loans to 21 persons or 22.8 percent of all supports, university or federal grants to 11 persons or 12.0 percent,

and sabbatical assistance to 5 persons or 5.4 percent. As can be seen, very few persons received sabbatical financial assistance at the master's degree level of study.

At the specialist's degree level of study, the largest source of support was the G.I. Bill with 19 persons or 51.4 percent receiving such assistance. Loans were received by 8 persons or 21.6 percent and sabbatical assistance or grants were received by 5 persons or 13.5 percent in each of these two sources.

At the doctoral degree level, a much more balanced source of support is seen. Eight persons or 44.4 percent received university or federal grants, only 2 or 11.1 percent received veterans' benefits, sabbatical assistance was received by 3 persons or 16.7 percent, and loans were secured by 5 persons or 27.8 percent.

Table 41. Sources of Financial Support for Arkansas Superintendents While Pursuing Graduate Study

Sources of Assistance	Master's Degree		Specialist Degree		Doctoral Degree	
	No.	%	No.	%	No.	%
Univ. or Fed. Grant	11	12.0	5	13.5	8	44.4
G.I. Bill	55	59.8	19	51.4	2	11.1
Sabbatical	5	5.4	5	13.5	3	16.7
Loan	21	22.8	8	21.6	5	27.8
Totals	92	100.0	37	100.0	18	100.0

Table 42 shows the amount of financial aid received by Arkansas superintendents for graduate study at the master's, specialist's, and doctoral degree levels. At the master's degree level, a total of 12

Arkansas superintendents reported that they received financial aid. A total of 4 persons or 33.3 percent received less than $1,000 in aid; 6 persons or 50.0 percent received aid ranging from $1,000 to $4,999; only 2 persons or 16.7 percent of the group received aid of $5,000 or more.

At the specialist's degree level of study, 9 superintendents reported receiving aid for study. A total of 2 persons or 22.2 percent received less than $1,000 in aid, 4 persons or 44.4 received aid ranging from $1,000 to $4,999, and 3 persons received aid of $5,000 or more.

Eleven superintendents reported receiving aid at the doctoral degree level of study. No superintendent received aid of less than $1,000; 9 persons or 81.8 percent reported aid ranging from $1,000 to $4,999; and 2 persons or 18.2 percent of the group received aid of $5,000 or more.

Table 42. Amount of Financial Aid Received by Arkansas Superintendents for Graduate Study

Range of Amounts	Master's Degree		Specialist Degree		Doctoral Degree	
	No.	%	No.	%	No.	%
Less than $1,000	4	33.3	2	22.2		
$1,000 to $4,999	6	50.0	4	44.4	9	81.8
$5,000 or More	2	16.7	3	33.3	2	18.2
Totals	12	100.0	9	99.9	11	100.0
Median Amounts*	$2,333		$3,500		$3,444	

*Estimates

The percentages of Arkansas superintendents receiving fellowship or assistantship stipends during graduate study are shown in Table 43. Of the 41 persons receiving stipends at all three levels, about one-third--14 persons or 34.1 percent--were working toward the doctorate. Twelve persons or 29.3 percent received stipends while pursuing the specialist degree and 15 persons or 36.6 percent received such aid while working on the master's degree. It is quite noticeable that few persons received stipends at any level of study.

Table 43. Percentage of Superintendents Receiving Fellowship and Assistantship Stipends for Graduate Study

Fellowship and Assistant-ships	Master's Degree		Specialist Degree		Doctoral Degree		Totals	
	No.	%	No.	%	No.	%	No.	%
	15	36.6	12	29.3	14	34.1	41	100.0

Table 44 summarizes estimates of the amounts of money borrowed by Arkansas superintendents to pursue graduate study. Only 38 superintendents responded to this question and one may surmise that most of the superintendents either did not borrow significant amounts of money to complete their graduate work or simply failed to react to the question. Of the superintendents responding, the majority--69.6 percent-- indicated they borrowed less than $2,000 to complete their graduate study at the master's degree level.

Appraisal of Graduate Preparation

Arkansas superintendents were asked to rate the importance of each of the graduate areas of study or experience to success in the superintendency. They were asked to rate their graduate courses of great

Table 44. Amount of Money Borrowed by Arkansas Superintendents to Pursue Graduate Study

Amount of Money	Master's Degree		Specialist Degree		Doctoral Degree	
	No.	%	No.	%	No.	%
Less than $1,000	6	26.1	1	12.5	1	14.3
$1,000 to $1,999	10	43.5	2	25.0	1	14.3
$2,000 to $2,999	2	8.7	2	25.0	1	14.3
$3,000 to $3,999	4	17.4	3	37.5		
$4,000 or More	1	4.3			4	57.1
Totals	23	100.0	8	100.0	7	100.0
Mean*	$1,800		$2,375		$2,635	
Median*	$1,550		$2,500		$4,125	

*Estimate

importance, important, of limited importance, or unimportant. Table 45 contains the data from the superintendents' ratings. All courses in educational administration were rated as important or very important by 62.3 percent of the superintendents. A total of three of the five courses in curriculum, instruction, and supervision and two of the five courses in foundations were rated important or very important by 50 percent of more of the respondents. Only speech and music were rated as important or very important in the field of humanities (50 percent or more) by the superintendents. All of the five courses in social science, except anthropology, but only physical science in the field of science and mathematics were rated as important or very important by 50 percent or more of the superintendents. All of the three courses in field experiences and all of the six courses in technology were rated as important or very important by 52.4 percent or more of the respondents.

Table 45. Arkansas Superintendents' Ranking of Graduate Courses

Graduate Courses	Courses Ranked Important or Of Great Importance By 50% or More	Courses Ranked Important or Of Great Importance by Less Than 50%
1. Educational Administration		
School Finance Systems	93.7	
Public Relations	93.0	
Personal Administration	92.8	
Legal Aspects of Education	92.1	
Human Relations	91.6	
School Business Management	90.9	
School Plant Planning	87.9	
The School Principalship	81.5	
Administrative Theory	62.3	
2. Curriculum, Instruction, Supervision		
Supervision	90.6	
Elem & Sec. School Curriculum	90.0	
Teaching Methods Courses	74.5	
Physical Education		39.7
Adult Education Courses		24.2
3. Educational Foundations		
Research	68.2	
Child Growth & Development	65.5	
Psychology	61.5	
Philosophy of Education		49.8
History of Education		37.8
4. Humanities and Fine Arts		
Speech	84.9	
Music	61.7	
Literature or Great Books		38.5
Art		26.7
Drama		21.4
5. Social Science Courses		
Economics	70.6	
Political Science	64.6	
Sociology	60.4	
Social Psychology	53.5	
Anthropology		23.5

Table 45 (Continued)

Graduate Courses	Courses Ranked Important or Of Great Importance by 50% or More	Courses Ranked Important or Of Great Importance by Less Than 50%
6. Science and Mathematics		
Physical Sciences	74.7	
Statistics		48.6
Biological Sciences		47.1
Mathematics (Other than Stat)		46.9
7. Field Experiences		
School Visits & Observations	84.3	
Internship	77.6	
School Surveys	54.7	
8. Technology		
Computer & Data Processing	83.1	
Computer-Assisted Instruction	78.7	
Multi-Media, including TV	70.4	
PPBS or Program Budgeting	68.7	
Systems Analysis	60.6	
Operations Research	52.4	

Table 46 reports the Arkansas superintendents' assessment of major weaknesses in graduate programs. A study of Table 46 shows that the superintendents were not highly critical of their graduate study in the field of educational administration. A total of 25 percent of the superintendents did not identify any weaknesses. Of the weaknesses reported, 8.5 percent reacted to the poor quality of specific courses in educational administration; 17.4 percent to courses in educational administration they felt to be irrevelant; 19.0 percent to shortcomings in specific courses in educational administration; 7.5 percent to the low quality of professors of educational administration; 11.1 percent to the lack of job experience in educational administration; and 3.6 percent to too much theory.

Table 46. Major Weaknesses in Graduate Studies in Educational Administration as Reported by Arkansas Superintendents

Weakness	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Low quality of profs.	2	4.9	8	10.3	5	9.3	1	3.2	2	5.9	2	8.7	3	8.6			23	7.5
Poor or Irrelevant Courses	8	19.5	21	26.9	8	14.8	3	9.6	3	8.8	5	21.7	5	14.3			53	17.4
Shortcomings In Or Lack of Specific Courses	8	19.5	12	15.4	5	9.3	2	6.4	12	35.3	9	39.1	8	22.9	2	22.2	58	19.0
Lack of Internship	1	2.4					1	3.2							1	11.1	3	1.0
Poor Ed. Adm. Courses	2	4.9	8	10.3	9	16.7	4	12.9	3	8.8							26	8.5
Lack of Sup. Other Depts.																		
Poor Library	1	2.4															1	0.3
Personal Adjust.	3	7.3			4	7.4			1	2.9	1	4.3	2	5.7			11	3.6
None Listed							1	3.2	1	2.9	2	8.7	3	8.6			7	2.3
Don't Know							—										—	
Too Much Competition																		
Too Much Theory	2	4.9	4	5.1	3	5.6			1	2.9			1	2.9			11	3.6
Poor Advisor																		
Flexibility in Schedule	2	4.9	2	2.6	4	7.4											8	2.6
Classes Too Large																		
Summer Session Poor																		
No Job Experience	3	7.4	5	6.4	3	5.6	11	35.5	5	14.7			5	14.3	2	22.2	34	11.1
Other			1	1.3									3	8.6			4	1.3
None	1	2.4	1	1.3											1	11.1	3	1.0
Not Report.	8	19.5	16	20.5	13	24.1	8	25.8	6	17.6	4	17.4	5	14.3	3	33.3	63	20.7
Totals	41	99.9	78	100.1	54	100.2	31	99.8	34	99.8	23	99.9	35	100.2	9	99.9	305	99.9

Major Strengths of Graduate Studies in Educational Administration

Table 47 presents an array of superintendent responses identifying strengths of graduate studies in educational administration. Over 59 percent of the responses of superintendents identified quality of courses in educational administration and high quality of professors as major strengths. Slightly less than one-fifth of the superintendents (18.4 percent) did not list any strengths or weaknesses in response to this question. Less than 1 percent (0.9 percent) of the superintendents indicated that no strengths were apparent to them, while 5.9 percent of the responses from superintendents listed personal interaction as a major strength in their graduate programs rather than the choices provided them. Of the 15.1 percent remaining, 4.7 percent felt that the high caliber of fellow students and 4.1 percent felt that field experiences provided in their graduate studies were strengths in their professional preparation. While quality of courses and professors were rated as major strengths, such graduate activities as related education courses, cognate courses, library and facilities, independent studies, and seminars were not.

Table 48 summarizes the overall evaluation of graduate professional preparation by Arkansas superintendents. Of the 257 Arkansas superintendents responding, 82.9 percent stated they felt their graduate programs of studies were good to excellent. On the other hand, 15.6 percent thought their graduate program in educational administration to be fair, and 1.6 percent felt it to be poor. A study of Table 48 does not appear to reveal that superintendents in larger school districts to be more critical or less critical than superintendents of medium and small school

Table 47. Major Strengths in Graduate Studies in Educational Administration as Reported by Arkansas Superintendents

Strengths	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High Quality of Profs	11	22.0	18	22.2	13	21.7	10	34.5	17	43.6	3	20.0	11	33.3	3	23.1	86	26.9
High Cal. of Fellow Stud.	1	2.0	4	4.9	4	6.7			4	10.3			1	3.0	1	7.7	15	4.7
Quality of Ed. Admin. Courses	13	26.0	25	30.9	17	28.3	10	34.5	12	30.8	7	46.7	17	51.5	4	30.8	105	32.8
Avail. of Cognate Courses	4	8.0					1	3.4									5	1.6
Field Cont. or Pract. Work in Dist.	3	6.0	1	1.2	5	8.3	2	6.9	1	2.6					1	7.7	13	4.1
Library & Other Fac.	2	4.0															2	0.6
Independent or Individ. Study or Instruction	1	2.0	3	3.7	6	10.0					1	6.7					11	3.4
Seminars	1	2.0							1	2.6							2	0.6
Personal Interaction	7	14.0	8	9.9	3	5.0							1	3.0			19	5.9
None			2	2.5	1	1.7											3	0.9
None Listed	7	14.0	20	24.7	11	18.3	6	20.7	4	10.3	4	26.7	3	9.0	4	30.8	59	18.4
Totals	50	100.0	81	100.0	60	100.0	29	100.0	39	100.2	15	100.1	33	99.8	13	100.1	320	99.9

districts. There appears to be a relative consistency among all superintendents at all levels in the overall evaluation of their graduate preparation.

Table 49 provides the opinions of Arkansas superintendents as they related to issues that should be included, are included and covered, or neglected in their graduate programs of preparation in educational administration. Slightly over 41 percent of the superintendents report innovations or demands for new ways of teaching or

Table 48. Arkansas Superintendents' Overall Evaluation of Graduate Professional Preparation for the Superintendency

Evaluation	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	6	16.7	18	25.7	6	13.3	4	16.7	8	26.7	1	6.7	5	17.9	1	11.1	49	19.1
Good	27	75.0	38	54.3	29	64.4	15	62.5	17	56.7	12	80.0	18	64.3	8	88.9	164	63.8
Fair	3	8.3	11	15.7	10	22.2	5	20.8	5	16.7	2	13.3	4	14.3			40	15.6
Poor			3	4.3									1	3.6			4	1.6
Totals	36	100.0	70	100.0	45	99.9	24	100.0	30	100.1	15	100.0	28	100.1	9	100.0	257	100.1

operating the educational program should be included in their preparation programs. From 30 to 40 percent believe study should be directed toward the problems of changing priorities in curriculum, school finance, greater visibility of the superintendent, and use of drugs in the schools.

The Arkansas superintendents (40 to 61 percent) indicate that all the 18 issues except student unrest, school finance, assessment of student outcomes, and school staff relations were included and covered in their program of studies. These four exceptions were reported by 32 to 39 percent of the superintendents to be included in their graduate programs.

Issues that superintendents report to be most often neglected as a part of their preparation programs include school staff relations (39.3 percent); student unrest (37.1 percent); assessing student outcomes (34.1 percent); and reorganization of small districts (30.3 percent). On the other hand, superintendents indicated only small neglect in their preparation programs for the areas of educational innovations, changing curriculum priorities, and rapidly increasing student enrollments.

Table 49. Superintendents' Opinions on Educational Issues That Should Be Included, Were Included, Or Were Neglected in Their Graduate Preparation Programs

Issues	Should Be Included		Included & Covered		Neglected		Not Answered	
	No.	%	No.	%	No.	%	No.	%
1. Social-cultural issues such as race relations integration, or segregation	85	31.8	111	41.6	62	23.2	9	3.4
2. Issues in school staff relations such as negotiations, strikes, sanctions, or some form of teacher militancy	48	18.0	99	37.1	105	39.3	15	5.6
3. Student unrest or activism such as underground newspaper and student strikes	54	20.2	102	38.2	99	37.1	12	4.5
4. Decentralization of large districts into smaller units of administration	72	27.0	123	46.1	57	21.3	15	5.6
5. Reorganization of small districts into larger units of administration	59	22.1	113	42.3	81	30.3	14	5.2
6. Changing priorities in curriculum such as introducing black studies courses, of sex education, or eliminating others	93	34.8	151	56.6	12	4.5	11	4.1
7. Innovations or demands for new ways of teaching or operating the educational program	110	41.2	135	50.6	14	5.2	8	3.0
8. Financing schools to meet increasing current expenditures and capital outlay	92	34.5	104	39.0	59	22.1	12	4.5
9. Assessing educational outcomes such as the national assessment effort	79	29.6	85	31.8	91	34.1	12	4.5
10. Growing pressure for public support of non-public schools	57	21.3	162	60.7	34	12.7	14	5.2
11. Growing federal involvement in education	67	25.1	108	40.4	76	28.5	16	6.0
12. Caliber of persons assigned to or removed from local boards of education	73	27.3	109	40.8	63	23.6	22	8.2
13. Caliber of responsibilities assigned to or removed from local boards of education	48	18.0	135	50.6	65	24.3	19	7.1
14. Rapidly increasing student enrollments	76	28.5	147	55.1	31	11.6	13	4.9
15. Greater visibility of the superintendent	90	33.7	127	47.6	35	13.1	15	5.6
16. Increasing attacks on the superintendent	75	28.1	114	42.7	59	22.1	19	7.1
17. Use of drugs in the schools	85	31.8	119	44.6	39	14.6	24	9.0
18. Changes in values and behavioral norms	60	22.5	122	45.7	69	25.8	16	6.0

Chapter 5

THE ARKANSAS SUPERINTENDENT AT WORK AND THE ISSUES THAT CONCERN HIM

Keeping in mind the personal dimensions, professional experience, and educational background of Arkansas superintendents, it is important to consider their work demands and the issues that concern them. Arkansas superintendents in this study were asked a number of questions concerning the amount of time demanded of them as school district leaders, the important issues and challenges they face, and what kinds of specializations would help them to improve their performance. Finally, a basic question was asked of each superintendent: "Would you select the superintendency if you had it all to do over again?"

The Superintendent's Work Schedule

As is the case with many professionals, there is no such thing as a 40-hour work week for the Arkansas superintendent. The trend to a shorter work week predicted for many workers does not seem to be in the offering for those planning to consider the superintendency as a career. The great majority of Arkansas superintendents arrive at work before 7:40 a.m. and leave by 5:10 p.m. As shown in Tables 50 and 51, there is not a great difference in time worked among superintendents of small and large school districts. A small percentage of superintendents in the smaller districts report staying "at school" later than superintendents in the larger districts.

Table 50. Time Arkansas Superintendents' Typical Workday Begins

Time	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Before 7:20 a.m.	14	37.8	23	32.4	18	36.7	7	28.0	10	32.3	1	7.7	5	17.9	3	30.0	81	30.7
7:20-7:40	11	29.7	26	36.6	19	38.8	18	72.0	10	32.3	5	38.5	11	39.3	4	40.0	104	39.4
7:41-8:10	8	21.6	19	26.8	8	16.3			9	29.0	7	53.8	11	39.3	3	30.0	65	24.6
8:10-8:40	1	2.7	1	1.4	2	4.1			1	3.2							5	1.9
8:40-9:10			1	1.4													1	0.4
After 9:10	1	2.7															1	0.4
Not report.	2	5.4	1	1.4	2	4.1			1	3.2			1	3.6			7	2.7
Totals	37	99.9	71	100.0	49	100.0	25	100.0	31	100.0	13	100.0	28	100.1	10	100.0	264	100.1

Table 51. Time Arkansas Superintendents' Typical Workday Ends

Time	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Before 4:20 p.m.	19	51.4	22	30.6	12	24.5	7	28.0	14	45.2	1	6.7	4	14.3			79	29.6
4:20-4:40	9	24.3	19	26.4	11	22.4	6	24.0	6	19.4	2	13.3	5	17.9	1	10.0	59	22.1
4:40-5:10	2	5.4	14	19.4	11	22.4	6	24.0	7	22.6	6	40.0	14	50.0	2	20.0	62	23.2
5:10-5:40	1	2.7	3	4.2	4	8.2	2	8.0	2	6.5	1	6.7			2	20.0	15	5.6
5:40-6:10	2	5.4	5	6.9	3	6.1	2	8.0			4	26.7	3	10.7	3	30.0	22	8.2
After 6:10	2	5.4	7	9.7	3	6.1	2	8.0	1	3.2	1	6.7	1	3.6	2	20.0	19	7.1
Not report.	2	5.4	2	2.8	5	10.2			1	3.2			1	3.6			11	4.1
Totals	37	100.0	72	100.0	49	99.9	25	100.0	31	100.1	15	100.1	28	100.1	10	100.0	267	99.9

The "workday" of Arkansas superintendents also includes nights! Certainly many superintendents would be pleased to spend a typical day from 8:00 a.m. to 4:00 p.m., five days a week, but this is not the case.

Table 52 shows that 69 percent of the superintendents spend two or three nights a week on the job. Additionally, approximately 15 percent of the superintendents report they spend four nights a week working. The median number of nights for all superintendents is 2.5. Moreover, Table 52 does not report a significant difference in the number of nights worked as related to the size of school district--in small or large district the superintendent works at night! Perhaps a number of superintendents would be happy to spend a sensible five days and three nights working at their job, but the time demands do not stop at this point. Saturdays and Sundays are often utilized to satisfy the work demands of the position. Table 53 shows that over 83 percent of the superintendents report they spend one or two Saturdays a month working. Even more amazing is that 17 percent of the superintendents report they spend three or four Saturdays a month at work. The median number of Saturdays worked for all superintendents is 1.7.

Table 52. Number of Evenings Arkansas Superintendents Devote to Work in a Typical Week

Number	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 Evening	8	22.9	8	11.1	4	8.3	3	12.0	4	13.8	1	6.7	3	11.1	1	10.0	32	12.3
2 Evenings	9	25.7	27	37.5	25	52.1	10	40.0	14	48.3	7	46.7	14	51.9	4	40.0	110	42.1
3 Evenings	13	37.1	20	27.8	11	22.9	6	24.0	6	20.7	6	40.0	5	18.5	3	30.0	70	26.8
4 Evenings			14	19.4	7	14.6	5	20.0	5	17.2	1	6.7	5	18.5	2	20.0	39	14.9
5 Evenings	5	14.3	2	2.8	1	2.1	1	4.0									9	3.4
More than 5			1	1.4													1	0.4
Totals	35	100.0	72	100.0	48	100.0	25	100.0	29	100.0	15	100.1	27	100.0	10	100.0	261	99.9
Median	2.5		2.5		2.3		2.5		2.3		2.4		2.4		2.5			

Table 53. Number of Saturdays Arkansas Superintendents Devote to Work in a Typical Month

Number	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 Saturday	14	50.0	28	43.8	19	46.3	11	45.8	17	63.0	5	35.7	7	31.8	2	20.0	103	44.8
2 Saturdays	13	46.4	22	34.4	13	31.7	11	45.8	9	33.3	4	28.6	11	50.0	5	50.0	88	38.3
3 Saturdays			8	12.5	2	4.9	1	4.2	1	3.7	3	21.4	1	4.5			16	7.0
4 Saturdays	1	3.6	6	9.4	7	17.1	1	4.2			2	14.3	3	13.6	3	30.0	23	10.0
Totals	28	100.0	64	100.1	41	100.0	24	100.0	27	100.0	14	100.0	22	99.9	10	100.0	230	100.1
Median	1.5		1.7		1.6		1.6		1.3		2.0		1.9		2.1			

If superintendents spend a considerable number of Saturdays working, one would suppose that their Sundays are free. This does not appear to be the case. Although only 115 of the 267 superintendents responded to this question, over 90 percent reported they work at least part of one or two Sundays a month. The median number of Sundays worked by this group is 1.3. Table 54 summarizes the Sunday work activities of 115 Arkansas superintendents.

Table 54. Number of Sundays Arkansas Superintendents Devote to Work in a Typical Month

Number	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 Sunday	8	57.1	21	75.0	16	66.7	6	66.7	12	85.7	4	66.7	7	58.3	4	50.0	78	67.8
2 Sundays	5	35.7	4	14.3	6	25.0	2	22.2	2	14.3	1	16.7	4	33.3	2	25.0	26	22.6
3 Sundays			2	7.1	1	4.2	1	11.1			1	16.7					5	4.3
4 Sundays	1	7.1	1	3.6	1	4.2							1	8.3	2	25.0	6	5.2
Totals	14	99.9	28	100.0	24	100.1	9	100.0	14	100.0	6	100.1	12	99.9	8	100.0	115	99.9
Median	1.4		1.2		1.3		1.3		1.1		1.3		1.4		1.5			

Arkansas superintendents work an average of 54 hours per week with a reported range of from less than 40 hours per week to over 60 hours per week of work. Table 55 indicates that superintendents of larger school districts tend to work longer hours per week; however, the reported differences are not great. Over 84 percent of the 261 superintendents responding to this question report they work 50 or more hours each week. Further, over one out of three report they work more than 60 hours a week.

A full picture of the superintendent's work week indicates that an Arkansas superintendent will be on the job around 7:40 a.m. and leave each day around 5:10 p.m. The superintendent will likely spend three nights a week working, two Saturdays, and possibly one Sunday a month working. It is not surprising that the average 54 hours a week is typical for Arkansas superintendents.

Table 55. Arkansas Superintendents' Estimates of Number of Hours Worked Per Week

Hours	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 40	2	5.6	3	4.2													5	1.9
40-44 hrs.	3	8.3	7	9.7	3	6.5	1	4.0	1	3.3							15	5.7
45-49 hrs.	5	13.9	5	6.9	3	6.5	4	16.0	2	6.7	1	6.7	1	3.7			21	8.0
50-54 hrs.	10	27.8	23	31.9	17	36.9	9	36.	16	53.3	6	40.0	16	59.3	2	20.0	99	37.9
55-59 hrs.	2	5.6	11	15.3	7	15.2			3	10.0	2	13.3	3	11.1	2	20.0	30	11.5
60 or more	14	38.9	23	31.9	16	34.8	11	44.0	8	26.7	6	40.0	7	25.9	6	60.0	91	34.9
Totals	36	100.1	72	99.9	46	99.9	25	100.0	30	100.0	15	100.0	27	100.0	10	100.0	261	99.9
Mean	51		53		54		55		53		55		53		60		54	
Median	50		50		53.5		50		50		55		50		60.3		50	

Issues and Challenges Facing the Arkansas Superintendent

Table 56 provides a ranking of issues and challenges Arkansas superintendents perceive they face. The rank order of issues listed in Table 56 is based upon superintendents' opinions indicated as being of "great significance" and/or "significant." Of the 263 superintendents responding to this question, 78.7 percent feel that school financing is the major issue and it stands by itself in ranking first. Over 20 percent but less than 29 percent of the Arkansas superintendents see as issues or challenges the caliber of persons assigned to or removed from local boards of education; changes in values and behavior norms; assessing educational outcomes; and caliber of responsibilities assigned to or removed from local boards of education. All other issues or challenges were considered by 18 percent or less of the superintendents to be of "great significance" and/or "significant."

Table 56. Arkansas Superintendents' Ranking of Issues and Challenges Facing the Superintendency, 1983

Educational Issues	Issues Considered Of "Great Significance" and "Significant"	
	Rank	Percent
Financing schools to meet increasing current expenditures and capital outlay	1	78.7
Caliber of persons assigned to or removed from local boards of education	2	28.1
Changes in values and behavioral norms	3.5	21.8
Assessing educational outcomes, such as the national assessment effort	3.5	21.8
Caliber of responsibilities assigned to or removed from local boards of education	5	20.6

Table 56. Continued

Educational Issues	Issues Considered Of "Great Significance" and "Significant"	
	Rank	Percent
Issues in school staff relations such as negotiations, strikes, sanctions, or some form of teacher militancy	6	17.5
Growing federal involvement in education	7.5	17.1
Demands for new ways of teaching or operating the educational program	7.5	17.1
Reorganization of small districts into larger units of administration	9	16.4
Increasing attacks on the superintendent	10.5	15.6
Use of drugs in the schools	10.5	15.6
Growing pressure for public support of non-public schools	12	14.1
Social-cultural issues such as race relations, integration or segregation	13	13.7
Greater visibility of the superintendent	14	10.6
Decentralization of large districts into smaller units of administration	15	4.5
Rapidly increasing student enrollment	16	2.7
Changing priorities in curriculum such as introducing black studies, sex education, or eliminating current priorities	17	2.2
Student activism such as underground newspapers and student strikes	18	.8

Apparently Arkansas superintendents are not particularly frightened by issues that would cause them to leave the profession and seek "greener pastures," considering responses from 127 superintendents by size of districts from 30 to 60 percent said no specific issue would cause them to leave the profession. For the 52 superintendents who did

respond to specific issues as shown in Table 57, the rank order of issues they perceive most likely to cause a superintendent to leave his position is:

Issue	Rank
Teacher negotiations and strikes	1
Low caliber of school board members	2
Attacks on superintendent	3
Reorganization of small school districts	4
Financing schools	5
Federal involvement	6.5
Changing values and behavior norms	6.5

Certainly many interpretations may be drawn from the above rank order of issues, but it is apparent that teacher negotiations and strikes occurring throughout the country are of most concern to the superintendents. Moreover, since superintendents are in constant contact with school board members and teachers, they may be implying the need for support of the public school system through the improve quality of the individuals directly in control and directly involved with the teaching of youth. Finally, the battle of finance, federal control, and changing values and behavior norms must seem like "old hat" to superintendents in that they are ranked at the bottom as threatening issues!

Enhancing Effectiveness

Superintendents were asked to identify factors that prevent them from being more effective leaders and administrators. The responses are summarized in Table 58 (p. 63). Once again money appeared to be the root of many problems. A total of 26.7 percent of the 389 responses of superintendents cited inadequate financing a major problem. However,

Table 57. Ranking of Issues Likely to Cause Arkansas Superintendents to Leave the Field if Problems Relating to Them Intensify Further

Issues	A 0-249 Rank	B 250-499 Rank	C 500-749 Rank	D 750-999 Rank	E 1000-1499 Rank	F 1500-1999 Rank	G 2000-3999 Rank	H 4000-Over Rank	A-H Totals Rank
Social-Cultural Ferment									
Teacher Negotiations/Strikes		1.5	2.5	1	2.5	2.5	2	2	1
Decentralization of Lg. Dist.									
Reorg. of Sm. Dist.	1	1.5							4
Financing			2.5	2	2.5				5
Pub. Support Non-Pub. Sch.									
Fed. Involv		4							6.5
Caliber of Local Board	2.5		1	3	1	2.5	3		2
Chg. Values+ Beh. Norms								2	6.5
Inc. Attacks on Supt.	2.5	3	4			1	1	2	3
Totals	4	12	11	6	5	4	7	3	52
% Report No Issue Would Cause Exit*	54%	45%	43%	52%	55%	60%	41%	30%	

*Added Information

11.1 percent of the superintendents reported no inhibiting factor! Following these two major indicators, the inhibiting factors are scattered: insignificant demands upon the superintendent, lack of time, limits on personal or professional capabilities, difficulties with school board, and the attitude of the community or staff are rated by 6 to 9 percent of the responding superintendents. The remaining nine inhibiting factors found in Table 58 fall to a level of 5 percent or less.

Table 58. Arkansas Superintendents' Opinions on Factors Inhibiting Their Effectiveness

Factor	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lack of Time	4	10.5	6	5.7	4	5.1	4	10.2	5	9.3	1	4.2	5	12.5	2	18.2	31	8.0
Inadequate Finances	5	13.2	30	28.6	20	25.6	12	30.8	16	29.6	8	33.3	12	30.0	1	9.0	104	26.7
Too Many Insignif. Demands	7	18.4	6	5.7	4	5.1	3	7.7	2	3.7	1	4.2	2	5.0			25	6.4
Limits on Pers./Prof Capabilities	4	10.5	7	6.7	8	10.3	2	5.1	4	7.4	1	4.2	3	7.5	2	18.2	31	8.0
Too Many Controls																		
Inexp. or Unqual. Staff			4	3.8	1	1.3	2	5.1	4	7.4	2	8.3	2	5.0			15	3.9
Diff. with Sc. Board	5	13.2	5	4.8	8	10.3	2	5.1	3	5.6	3	12.5	2	5.0	1	9.1	29	7.5
Dist. Too Small					1	1.3											1	0.3
Not Enough Admin. Mem			3	2.9			1	2.6	1	1.9							5	1.3
Race/Ethnic Problems																		
Drugs																		
Clerical Staff					1	1.3	1	2.6							1	9.1	3	0.8
Too Much Added Respon.	1	2.6	4	3.8	1	1.3	1	2.6					1	2.5			8	2.1
Lack of Strongly Defined Position	2	5.3	1	1.0							1	4.2					4	1.0
Attitude of Com. or Staff	2	5.3	11	10.5	11	14.1	4	10.2	5	9.3	2	8.3	3	7.5			38	9.8
Lack of Commun.	1	2.6			1	1.3	1	2.6	2	3.7							5	1.3
More teach. Lower Pupil Ratio			1	1.0	1	1.3			1	1.9							3	0.8
Fed. Prog. (Control/ Paper Wrk)			7	6.7	6	7.7			3	5.6			3	7.5			19	4.9
None Listed	5	13.2	12	11.4	7	9.0	4	10.2	4	7.4	2	8.3	5	12.5	4	36.4	43	11.1
Others	2	5.3	8	7.6	4	5.1	2	5.1	4	7.4	3	12.5	2	5.0			25	6.4
Totals	38	100.1	105	100.2	78	100.1	39	99.9	54	100.2	24	100.0	40	100.0	11	100.0	389	100.3

Table 59 is a compilation of the types of specialists that superintendents feel they need to improve the educational programs within their school districts. It is interesting to note that 258 of the 267 superintendents responded to this question and 182 or 70.5 percent indicated that they do not need additional specialists! Initially one might react "how could this be!" A possible answer is that in reporting in this manner superintendents are in a very real sense stating they do not desire additional specialists. Of the specialists most desired by superintendents, 22.2 percent of the respondents indicate they would want more administrators or curriculum and instruction specialists. A review of the totals in Table 59 shows that the remaining specialists were not highly regarded by Arkansas superintendents.

Superintendents were asked whether or not they felt they needed any new skills or information to maintain their effectiveness as administrators. Responses to this question are interesting. A total of 79 or 21.2 percent of the superintendents' responses state they do not need any new skills or information. On the other hand, about 80 percent perceive that they could use additional skills and information to become more effective administrators. Within this group there is a divergence of opinion as to what skills and information are needed. A review of Table 60 shows that the rank order of skills and information needed follows:

	Percent
Computer skills	21.8
PPBS or systems skills	12.1
Knowledge of educational and social changes	11.0
Human relations skills	10.8
Better knowledge of public school finance	7.5
Skills in conflict resolution	6.7
Specialized managment skills	6.7
Research skills and techniques	0.8
Others	1.3

Table 59. Types of Specialists Arkansas Superintendents Feel Are Needed to Help the School System Improve Performance Levels

Types	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Curr&Instr.	1	2.6	3	3.7	6	11.1	5	17.2	4	10.8	5	22.7	3	10.0	2	18.2	29	9.6
Supervisors	1	2.6							1	2.7					1	9.1	3	1.0
Pub. Rela.					1	1.9					2	9.1					3	1.0
Research & Develop.															1	9.1	1	0.3
Administra.	6	15.8	17	20.7	3	5.6	2	6.9	3	8.1	5	22.7	3	10.0			39	12.9
Human Rel.																		
Staff Rel.																		
Pupil Pers.									1	2.7			1	3.3	1	9.1	3	1.0
Data Proc.							1	3.4	1	2.7	1	4.5					3	1.0
Bus. Mgr.			1	1.2	1	1.9			1	2.7	1	4.5			2	18.2	6	2.0
Fed. Cood.	1	2.6	1	1.2			4	13.8	1	2.7							7	2.3
Attorney																		
Classified Personnel	2	5.3	8	9.8	4	7.4							1	3.3			15	5.0
Dir. HPER																		
More Tchs.																		
None	26	68.4	48	58.5	38	70.4	16	55.2	23	62.2	8	36.4	20	66.7	3	27.3	182	60.1
Other			1	1.2			1	3.4							1	9.1	3	1.0
Not Report.	1	2.6	3	3.7	1	1.9			2	5.4			2	6.7			9	3.0
Totals	38	99.9	82	100.0	54	100.2	29	99.9	37	100.0	22	99.9	30	100.0	11	100.1	303	100.2

Table 60 also reveals that superintendents of smaller school districts tend to report in larger percentages that they do not need additional skills and knowledge. In school districts classified as A,B,C,D,E, and F, 21.1 to 31.2 percent of the superintendents evidently feel they have all the information and skills they need to successfully complete the tasks required. In school districts classified G and H,

only 1.9 and 5.9 percent, respectively, of the superintendents report their skills and information to be sufficient.

Within the group of about 80 percent of the superintendents reporting they could use additional skills and knowledge with emphasis upon human relations skills, knowledge of educational and social changes, systems skills, and computer skills; only a small percentage viewed conflict skills, finance, management skills, and research skills as important.

Table 60. New Skills or Information Arkansas Superintendents Feel They Need to Maintain Their Effectiveness as Administrators

Skill or Information	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
PPBS/or sys	4	10.0	3	3.9	1	11.7	6	14.6	3	14.3	3	15.8	10	18.5	4	23.5	45	12.1
Human Rel.	2	5.0	5	6.5	13	12.6	8	19.5	3	14.3	3	15.8	4	7.4	2	11.8	40	10.8
Conflict Res.	1	2.5					4	9.8	4	19.0	3	15.8	9	16.7	4	23.5	25	6.7
Public Sch. Finance	5	12.5	4	5.2	10	9.7	2	4.9	3	14.3	2	10.5	1	1.9	1	5.9	28	7.5
Research Tech.			1	1.3	2	1.9											3	0.8
Spec. Mgmt.	6	15.0	12	15.6	3	2.9	1	2.4	1	4.8	1	5.3	1	1.9			25	6.7
Social & Ec. Change Proc. Issues & Trds.			6	7.8	14	13.6	4	9.8					15	27.8	2	11.8	41	11.0
Computer Sk.	9	22.5	20	26.0	26	25.2	6	14.6	2	9.5	3	15.8	13	24.1	2	11.8	81	21.8
Other	2	5.0	2	2.6											1	5.9	5	1.3
None Needed	11	27.5	24	31.2	23	22.3	10	24.4	5	23.8	4	21.1	1	1.9	1	5.9	79	21.2
Totals	40	100.0	77	100.1	103	99.9	41	100.0	21	100.0	19	100.1	54	100.2	17	100.1	372	99.9

Superintendent's Leadership Image

During the past 25 years, Arkansas superintendents endured a number of criticisms. In some quarters these criticisms have been interpreted as indicating the lower esteem in which superintendents

are held and that the superintendent's image as an educational and community leader decreased. Arkansas superintendents included in this study do not agree. A total of 123 superintendents or 47.5 percent of the reporting group feel that their image as community and educational leaders has not changed during the last ten years. Furthermore, 34.7 percent feel that it has increased in importance while only 17.8 percent feel there has been a decrease in importance. Table 61 summarizes these opinions.

Table 61. Arkansas Superintendents' Opinions of Their Status as Educational or Community Leaders

Opinion	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Decreasing in Import.	5	13.9	11	15.9	10	21.3	3	12.5	9	29.0	3	20.0	5	17.9			46	17.8
Same as 10 Years Ago	18	50.0	33	47.8	17	36.2	13	54.2	14	45.2	8	53.3	14	50.0	6	66.7	123	47.5
Increasing in Import.	13	36.1	25	36.2	20	42.6	8	33.3	8	25.8	4	26.7	9	32.1	3	33.3	90	34.7
Totals	36	100.0	69	99.9	47	100.1	24	100.0	31	100.0	15	100.0	28	100.0	9	100.0	259	100.0

Membership in Professional Organizations

Table 62 points out that of the 250 superintendents responding to the question of membership in national professional organizations, these superintendents averaged belonging to less than two national professional organizations. The one national professional organization to which 74.9 percent of Arkansas superintendents belong is the American Association of School Administrators (AASA). Over one-fifth or 22.8 percent of the superintendents reporting stated they do not belong to any national professional organization.

Table 62. National Professional Organizations to Which Arkansas Superintendents Belong

Organizations	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
AASA	24	64.9	43	49.7	37	75.5	22	88.0	25	80.6	14	93.3	25	89.3	10	100.0	200	74.9
NEA			1	1.4													1	0.4
NASSP																		
NEPA																		
ASCD			2	2.8									2	7.1			4	1.5
Others					1	2.0											1	0.4
None	13	35.1	26	36.1	11	22.4	3	12.0	6	19.4	1	6.7	1	3.6			61	22.8
Totals	37	100.0	72	100.0	49	99.9	25	100.0	31	100.0	15	100.0	28	100.0	10	100.0	267	100.0

Future Plans

Table 63 reports the stated future plans of superintendents. These plans were asked in light of the present pressures and rapid changes that are taking place in education. In spite of the mounting pressures attendant to the superintendency, 44.2 percent of the 249 superintendents responding to this question indicated they plan to continue in the position until age 65. Another 36.1 percent stated they would stay in the position until they reached the minimum retirement age. Consequently, 80.3 percent of the Arkansas superintendents report their desire to continue to work in a superintendency position.

In Table 63, 19.9 percent of the superintendents indicate they will leave the position for the following pursuits:

	Percent
For a position outside superintendency allowing for a greater contribution to education	5.6
For a position outside education	3.6
For university position	2.4
Other*	8.3

*Eighteen who responded "other" said they would retire

Table 63. Future Plans of Arkansas Superintendents

Future Plans	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Continue Until 65	16	45.7	25	38.5	17	37.8	13	54.2	14	46.7	5	35.7	13	50.0	7	70.0	110	44.2
Continue Until Min. Ret. Age	12	34.3	26	40.0	17	37.8	9	37.5	14	46.7	4	28.6	6	23.1	2	20.0	90	36.1
Prob. Lv. for Univ.	2	5.7	1	1.5							1	7.1	2	7.7			6	2.4
Prob. Lv. for Outside Education			4	6.1	2	4.4	1	4.2	1	3.3	1	7.1					9	3.6
Want Out ASAP																		
Lv. For Position Outside Supt. Allow for Greater Cont. to Ed	4	11.4	3	4.6	2	4.4					3	21.4	2	7.7			14	5.6
Other	1	2.9	6	9.2	7	15.6	1	4.2	1	3.3			3	11.5	1	10.0	20	8.3
Totals	35	100.0	65	99.9	45	100.0	24	100.1	30	100.0	14	99.9	26	100.0	10	100.0	249	100.2

A total of 177 or 72.2 percent of the 245 superintendents reporting indicate they would do it all over again! That is, they would select the superintendency as their life's work if they had the chance to make such a decision a second time. Only 22.4 percent of the superintendents indicate they would seek a position outside the field of education. The remaining 5 percent indicate they would select other administrative positions in education or possibly teach. Table 64 presents a more precise analysis of the Arkansas superintendents' choices.

Table 64. Positions Arkansas Superintendents Would Select If Given A Chance to Start Over

Career Desired	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Supert.	27	77.1	43	65.2	29	64.4	20	87.0	16	59.3	12	85.7	23	85.2	7	87.5	177	72.2
Another Ed. Admin Or Supr. Posi.			2	3.0					1	3.7			1	3.7			4	1.6
Classroom Teacher	1	2.9	2	3.0	1	2.2											4	1.6
Counselor																		
Col. Prof.	1	2.9	1	1.5			1	4.3	1	3.7							4	1.6
Other (Ed.)													1	3.7			1	0.4
Position Outside Ed.	6	17.1	18	27.3	15	33.3	2	8.7	9	33.3	2	14.3	2	7.4	1	12.5	55	22.4
Totals	35	100.0	66	100.0	45	99.9	23	100.0	27	100.0	14	100.0	27	100.0	8	100.0	245	99.8

Chapter 6

SUMMARY OF SELECTED CHARACTERISTICS OF THE AMERICAN SCHOOL SUPERINTENDENT AND THE ARKANSAS SCHOOL SUPERINTENDENT

Table 65 summarizes selected characteristics which exist between the American school superintendent and the Arkansas school superintendent. In general, it may be concluded that the Arkansas superintendent is slightly younger, enters the profession no earlier, and enters his first administrative position about the same age, and first superintendency at a slightly older age than the average American school superintendent.

The Arkansas school superintendent has slightly less teaching experience and has about the same number of years of experience as a superintendent. As one would surmise, the present salary of the average Arkansas superintendent is approximately $4,250 less than that of the average American school superintendent.

The professional preparation of the Arkansas superintendent compares less favorably with that of the national average. A somewhat lower percentage (44.3 to 48.0 percent) of Arkansas superintendents report holding master's degrees and a much higher percentage (44.3 to 17.1 percent) report holding the specialist degree. Only about 11 percent of the Arkansas superintendents hold the doctorate, while about 33 percent of all American superintendents hold the doctorate.

Arkansas superintendents report they work an average of 50.0 hours per week while the national average is set at 54.8 hours per week. The ratio of males to females in the superintendency at the national

level and in Arkansas is approximately the same. The superintendency is occupied overwhelmingly by men. Finally, Arkansas superintendents--over 72 percent--say they would again select the superintendency as their life's work if they had it to do over, but only about 55 percent of the American superintendents would select the superintendency again.

It is suggested the reader secure a copy of the national study whereby he may make comparisons in detail if he so desires. Many interesting comparisons exist from which one may form his own opinions.

Table 65. Summary of Selected Characteristics of the American School Superintendent and the Arkansas School Superintendent

Characteristics	1982 National Weighted Profile Data* Mean	1982 National Weighted Profile Data* Median	1983 Arkansas Data Mean	1983 Arkansas Data Median
I. Age factors--in years				
1. Chronological age	48.0	48.7	47.4	47.4
2. Entry Age-first educational position	23.9	23.1	24.2	23.2
3. Entry age-first admin. or supv. position	30.4	29.5	30.1	29.2
4. Entry age-first superintendency	35.2	34.4	35.5	36.2
II. Professional experiences				
5. Classroom teaching experience in years		6.4	7.1	6.0
6. Years in first superintendency			6.7	5.2
7. Total years as superintendent		7.6	9.9	7.9
8. Enrollment in first superintendency			1,083	521
9. Starting Salary in first superintendency			$14,950	$14,000
10. Present salary as superintendent		$31,665	28,466	27,400
III. Professonal preparation				
11. Percentage with no degree		0.0%		0.0%
12. Percentage with Master's as highest degree		48.0%		44.3%
13. Percentage with Ed.S. as highest degree		17.1%		44.3%
14. Percentage with Doctorates		33.4%		11.4%
IV. Other Characteristics				
15. Hours per week devoted to work	54.8		54.0	50.0
16. Sex-percentage who are males		98.8%		99.6%
17. Percentage from rural & small towns				93.7%
18. Percentage from city and suburbs				6.3%
19. Percentage who would select Supt. again		54.6%		72.2%

*Luvern L. Cunningham and Joseph T. Hentges, The American School Superintendent 1982: A Summary Report (Arlington, VA: American Association of School Administrators, 1982).

Table 66 contains data from this study and a 1972 study related to the Arkansas superintendency. There is no significant difference in the chronological ages of the 1972 and 1983 superintendents and no difference in the entry age into the profession. There is no difference in the entry age of both groups in the first superintendency. There is a slight difference in the entry age into the first administrative or supervisory position with the 1983 group being approximately six months older.

The 1983 superintendents as a group remained in classroom teaching about one year longer than the 1972 superintendent. The 1983 and 1972 superintendents spent approximately the same number of years in their first superintendency. The 1972 superintendent had spent about one year longer in total service as a superintendent than the 1983 superintendent. Both groups started service in their first superintendency in a school district of approximately 1,100 enrollment. Starting salaries and present salaries of the 1972 and 1983 superintendents were over twice as great for the 1983 superintendents.

When professional preparation is considered, 69.5 percent of the 1972 superintendents held a master's degree and 44.3 percent of 1983 superintendents hold the master's. The specialist degree was held by 23.9 percent of the 1972 superintendents and 44.3 percent of the 1983 group. Doctorates were held by only 2.0 percent of the 1972 group and 11.4 percent of the 1983 group of superintendents. It can be seen that about double the percentage of the 1983 superintendents hold the specialist or doctoral degree as did the 1972 superintendents.

The work week for the 1983 superintendent appears to be about 4.5 hours shorter than for the 1972 superintendent. The proportion of superintendents who were male in 1972 and 1983 was almost 100 percent (one female in 267 respondents in 1983). Over 97 percent of the 1972 superintendents came from rural areas and small towns, but in 1983, over 93 percent came from the same environments. So today only slightly more than 6 percent come from a city or suburb. About 2 percent more or 72.2 percent of the 1983 superintendents would select the superintendency again as compared to the 1972 superintendents.

Table 66. Summary of Selected Characteristics of the Arkansas School Superintendent, 1972 and 1983

Characteristics	1972 Data* Mean	1972 Data* Median	1983 Data Mean	1983 Data Median
I. Age factors--in years				
1. Chronological age	47.7	46.1	47.4	47.4
2. Entry Age-first educational position	24.4	23.8	24.2	23.2
3. Entry age-first admin. or supv. position	29.8	28.7	30.1	29.2
4. Entry age-first superintendency	35.2	35.8	35.5	36.2
II. Professional experiences				
5. Classroom teaching experience in years	5.7	5.4	7.1	6.0
6. Years in first superintendency	7.2	5.1	6.7	5.2
7. Total years as superintendent	11.4	8.8	9.9	7.9
8. Enrollment in first superintendency	1,198	1,238	1,083	521
9. Starting salary in first superintendency	6,863	6,763	14,950	14,000
10. Present salary as superintendent	12,600	12,250	28 [illegible]	27,400
III. Professional preparation				
11. Percentage with no degree		0.3%		0.0%
12. Percentage with Master's as highest degree		69.5%		44.3%
13. Percentage with Specialist as highest degree		23.9%		44.3%
14. Percentage with Doctorates		2.0%		11.4%
IV. Other Characteristics				
15. Hours per week devoted to work	54.5	54.8	54.0	50.0
16. Sex-percentage who are males		98.7%		99.6%
17. Percentage from rural and small towns		97.4%		93.7%
18. Percentage from city and suburbs		2.6%		6.3%
19. Percentage who would select superintendency again		70.4%		72.2%

*M. Vance Sales and Joseph C. Taylor, The Arkansas School Superintendent, A Research Report issued by Arkansas State University, 1973.

APPENDIX

DATA-GATHERING INSTRUMENT

ARKANSAS STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Educational Administration and Secondary Education

Data Gathering Instrument*
for
The Study of the Arkansas School Superintendency 1982-83

Directions: Please answer each question and return the completed instrument in the enclosed envelope. Estimates may be used when precise data are not available. Thank you for providing information important to this study that will shed light on what is happening to superintendents in Arkansas.

I. GENERAL DATA;

1. Name _____ (Last) (First) (Middle)
2. Title or Position _____

II. SCHOOL DISTRICT DATA:

3. Name of School District _____
4. Address of School District _____
5. Type of School District: a) Elementary-Secondary District ____; b) Elementary School District ____; c) Secondary School District ____; d) Other (specify) _____
6. Present (estimated 1982-83) grades 1 through 8 or 1 through 12 enrollment in your district _____

III. PERSONAL CHARACTERISTICS:

7. Age (nearest birthday) ____
8. Sex: M ____ F ____
9. In what type of community did you spend most of your life prior to enrolling in a college or university? Check type and size which best describes your home community:

Type:	Size:
____a. Rural	____e. Under 2,500 in population
____b. Town or small city	____f. 2,500 to 9,999 in population
____c. Suburban city in a metropolitan area	____g. 10,000 to 99,999 in population
____d. Large urban center	____h. 100,000 or more population

*Designed by the AASA Commission on Preparation of Professional School Administrators and reported in the AASA Research Study, The American School Superintendent 1971. Permission granted by the AASA for its use.

IV. CAREER DATA:

10. At what age were you employed in your first full-time position in public education? _____

11. Describe your first full-time position in education.

(1) Type of School	(2) Teaching field(s) or grade level(s)	(3) Extracurricular Responsibilities if any (type of coach, adviser, etc.)
____a. elementary	d. _____	g. _____
____b. high school	e. _____	h. _____
____c. Other (specify) _____	f. _____	i. _____

12. How many years of classroom teaching experience did you have prior to spending a major portion of your time in administration or supervision? _____

13. a) At what age were you appointed to your first public school administrative or supervisory position other than the superintendency? _____

b) Age at appointment to second such position? _____

c) Age at appointment to third such position? _____

14. What was the nature of your first administrative or supervisory position? (Check only one)

____a. Asst. Principal ____c. Supervisor ____e. Assistant Superintendent
____b. Principal ____d. Director ____f. Other (specify) _____

15. a) At what age were you appointed to your first public school superintendency (chief school administrator)? _____
b) Age appointed to your second superintendency? _____
c) Age appointed to your third superintendency? _____
d) Age appointed to your fourth superintendency? _____
e) Age appointed to your present superintendency? _____

16. a) What was the total elementary-secondary pupil enrollment in the district where and when you were appointed to your first public school superintendency? _____
b) Total pupil enrollment at start of 2nd superintendency? _____
c) Total pupil enrollment at start of 3rd superintendency? _____
d) Total pupil enrollment at start of 4th superintendency? _____
e) Total pupil enrollment at start of present superintendency? _____

17. In how many districts have you served as public school superintendent (count your present position)? _____

18. a) What was your starting salary in your first public school superintendency? _____
b) What was your starting salary in your second public school superintendency? _____
c) What was your starting salary in your third public school superintendency? _____
d) What was your starting salary in your fourth public school superintendency? _____
e) What was your starting salary in your present public school superintendency? _____
f) What is your present salary? _____

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19. Please list the different states where you have served as superintendent, starting with the state where you had your initial public school superintendency:

a. _____(first state) d. _____(third state)

b. _____(second state) e. _____(fourth state)

20. a) In how many states have you served as a public school superintendent (include present one)? _____

b) In how many states have you served as an administrator or supervisor other than at the superintendent level? _____

21. For how many years have you held your present public school superintendency (count present year)? _____

22. How many years did you serve in each of your superintendencies?

(1st) ____ (2nd) ____ (3rd) ____ (4th) ____ (5th) ____ (6th) ____

23. How many years of experience in all have you had as a superintendent (count present year)? _____

24. What is the length, in years, of the full term of your present contract or letter of appointment with the school board in your district?

____a. 1 year ____b. 2 years ____c. 3 years

____d. 4 years ____e. 5 years or more ____f. indefinite

25. On the line at the end of this question, please trace your career pattern in different educational positions starting with classroom teacher, other administrative or supervisory positions, and then various superintendencies using the following letters to identify the positions:

a) classroom teacher (elementary or secondary)
b) vice or assistant principal
c) principal
d) supervisor or consultant
e) director
f) assistant superintendent
g) associate superintendent
h) others, specify _____

s_1) rural community superintendent (with population under 2,500)
s_2) small town or city superintendent (district population of 2,500 to 9,999)
s_3) suburban area superintendent
s_4) large urban city superintendent
t) college or university teaching

(Example: A person who went directly from being a teacher to superintendent in a suburban area would place below "a——> s"; a career pattern from teacher to principal to assistant superintendent to small town superintendent would be shown as: "a——> c——> f——> s_2).

Your Career Pattern: _____

26. Did your movement from one educational position to another occur in: (please check which of the following apply)

a) Within one (the same) district or system _____
b) More than one school district _____

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27. How long were you employed in non-educational positions for a period of one year or more since graduating from college? (Place total years in each of the fields that apply and a zero in those that do not.)

	(1) Type	(2) Duration in Years
_____a.	None	____
_____b.	Military	____
_____c.	Business	____
_____d.	Other (specify) _____	____

28. Was the salary in your non-educational position equal to, less than, or more than the salary in your next educational position?

_____a. equal to; _____b. less than; _____c. more than

29. If you had to do it all over again would you choose a career in:

_____a. the school superintendency

_____b. another type of school administrative or supervisory position (specify) _____

_____c. another position in education (specify which one) _____

_____d. a non-educational field of work (specify) _____

V. PREPARATION DATA:

30. Please indicate your professional preparation pattern by providing the degrees, dates, majors, and institution granting degrees:

		Date	Majors	Institution
___a.	Bachelor's	_____	_____	_____
___b.	Master's	_____	_____	_____
___c.	Sixth Year Specialist	_____	_____	_____
___d.	Doctorate	_____	_____	_____
___e.	Additional Study	_____	_____	_____

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31. Have you pursued a graduate program of studies in educational administration culminating in a master's, specialist, or doctor's degree?

a)_____ No; b)_____Yes

If Yes, please add the following information for each degree:

	Master's	Sixth Year or Specialist	Doctorate
c) Age at the start of degree study	_____	_____	_____
d) Age at completion of degree study	_____	_____	_____
e) Number of different institutions attended while completing degree	_____	_____	_____
f) Did you receive a fellowship or assistantship?	_Yes; _No	_Yes; _No	_Yes; _No
g) Indicate total amount of fellowship or assistantship stipend	_____	_____	_____
h) Indicate type of support (university, federal grant, etc.)	_____	_____	_____
i) Did you receive sabbatical leave support from your district?	_Yes; _No	_Yes; _No	_Yes; _No
j) How much do you estimate it cost to complete study for your degree? (tuition, books, extra room and board, but do not include wages not earned)	_____	_____	_____
k) GI or veterans benefits	_Yes; _No	_Yes; _No	_Yes; _No
l) Years of administrative experience when degree was received	_____	_____	_____
m) Indicate number of semesters or quarters spent in full-time residence study	_____S or _____Q	_____S or _____Q	_____S or _____Q
n) Did you have to seek a loan to complete your study?	_Yes; _No	_Yes; _No	_Yes; _No
o) If Yes, how much did you borrow for such purposes?	_____	_____	_____

32. On the whole how would you evaluate your program of graduate studies as preparation for the superintendency?

_____a. Excellent; _____b. Good; _____c. Fair; _____d. Poor

33. What were the major strengths of your graduate study program?

_____

_____

_____

_____

34. What were the major weaknesses of your graduate study program?

_____

_____

_____

_____

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35. Please rate the importance of each of the following graduate areas of study or experiences to success in the superintendency using the following letter scale: a) Of Great Importance; b) Important; c) Of Limited Importance; d) Unimportant. Please place the letter (a,b,c,or d) in the blank space in front of each item listed below which best reflects your opinion or judgment.

A) Educational Administration Courses

____(1) Administrative Theory
____(2) Human Relations
____(3) Personnel Administration
____(4) Public Relations
____(5) School Finance Systems
____(6) School Business Management
____(7) Legal Aspects of Education
____(8) School Plant Planning
____(9) The School Principalship
____(10) Other (specify)_____
_____
____(11) Other (specify _____
_____

B) Educational Foundations

____(12) Child Growth & Development
____(13) History of Education
____(14) Philosophy of Education
____(15) Psychology (Adolescent & Others)
____(16) Research
____(17) Other (specify)_____
_____
____(18) Other (specify) _____
_____

C) Curriculum, Instruction & Supervision

____(19) Adult Education Courses
____(20) Elementary and/or Secondary School Curriculum
____(21) Physical Education
____(22) Supervision
____(23) Teaching Methods Courses
____(24) Other (specify) _____
_____

D) Field Experiences

____(25) Internship
____(26) School Surveys
____(27) School Visits & Observations
____(28) Other (specify)_____
_____

E) Social Science Courses

____(29) Anthropology
____(30) Economics
____(31) Political Science
____(32) Sociology
____(33) Social Psychology
____(34) Other (specify)_____
_____

F) Technology

____(35) Computer-assisted instruction
____(36) Computer & data processing
____(37) Multi-media, including TV
____(38) Operations research
____(39) PPBS or program budgeting
____(40) Systems analysis
____(41) Other (specify) _____
_____

G) Science and Mathematics

____(42) Biological science
____(43) Mathematics, other than statistics
____(44) Physical sciences
____(45) Statistics
____(46) Other (specify) _____
_____

H) Humanities and Fine Arts

____(47) Drama
____(48) Music
____(49) Literature or Great Books
____(50) Art
____(51) Speech
____(52) Other (specify) _____
_____

I) Miscellaneous

____(53) Other (specify) _____
____(54) Other (specify) _____

____(55) Other (specify) _____
____(56) Other (specify) _____

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VI. ISSUES AND CHALLENGES FACING THE SUPERINTENDENCY TODAY:

36. Please rank each of the following issues and challenges facing the superintendency today in your school district on the following letter scale: a) Of Great Significance; b) Significant; c) Of Limited Significance; d) Little or No Significance.

Place a check in the blank spaces identified as columns a, b, c, and d, to indicate the degree of significance you would attach to each of the following:

Great a	Significant b	Limited c	Little Or No d		
____	____	____	____	(1)	Social-cultural issues such as race relations, integration, or segregation
____	____	____	____	(2)	Issues in school staff relations such as negotiations, strikes, sanctions, or some form of teacher militancy
____	____	____	____	(3)	Student activism such as underground newspaper and student strikes
____	____	____	____	(4)	Decentralization of large districts into smaller units of administration
____	____	____	____	(5)	Reorganization of small districts into larger units of administration
____	____	____	____	(6)	Changing priorities in curriculum such as introducing black studies courses or sex education or eliminating current priorities
____	____	____	____	(7)	Demands for new ways of teaching or operating the educational program
____	____	____	____	(8)	Financing schools to meet increasing current expenditures and capital outlay
____	____	____	____	(9)	Assessing educational outcomes, such as the national assessment effort
____	____	____	____	(10)	Growing pressure for public support of non-public schools
____	____	____	____	(11)	Growing federal involvement in education
____	____	____	____	(12)	Caliber of persons assigned to or removed from local boards of education
____	____	____	____	(13)	Caliber of responsibilities assigned to or removed from local boards of education
____	____	____	____	(14)	Rapidly increasing student enrollments
____	____	____	____	(15)	Greater visibility of the superintendent
____	____	____	____	(16)	Increasing attacks on the superintendent
____	____	____	____	(17)	Use of drugs in the schools
____	____	____	____	(18)	Changes in values and behavioral norms
____	____	____	____	(19)	Other (specify) _____
____	____	____	____	(20)	Other (specify) _____

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37. Please indicate which of the following issues (repeated from item No. 36): (a) Should be included in courses or experiences offered; (b) which issues were covered adequately; and (c) which issues were neglected or not included in your graduate preparation program for the school superintendency.

Place a check in the blank spaces provided (a, b, or c) to indicate: a) issues which should be included; b) issues which were included and covered adequately; and c) issues which were neglected or not included in your preparation program for the superintendency.

Should Be Included a	Included And Covered b	Neglected c		
_____	_____	_____	(1)	Social-cultural issues such as race relations, integration, or segregation
_____	_____	_____	(2)	Issues in school staff relations such as negotiations, strikes, sanctions or some form of teacher militancy
_____	_____	_____	(3)	Student unrest or activism such as underground newspaper and student strikes
_____	_____	_____	(4)	Decentralization of large districts into smaller units of administration
_____	_____	_____	(5)	Reorganization of small districts into larger units of administration
_____	_____	_____	(6)	Changing priorities in curriculum such as introducing black studies courses or sex education or eliminating others
_____	_____	_____	(7)	Innovations or demands for new ways of teaching or operating the educational program
_____	_____	_____	(8)	Financing schools to meet increasing current expenditures and capital outlay
_____	_____	_____	(9)	Assessing educational outcomes such as the national assessment effort
_____	_____	_____	(10)	Growing pressure for public support of non-public schools
_____	_____	_____	(11)	Growing federal involvement in education
_____	_____	_____	(12)	Caliber of persons assigned to or removed from local boards of education
_____	_____	_____	(13)	Caliber of responsibilities assigned to or removed from local boards of education
_____	_____	_____	(14)	Rapidly increasing student enrollments
_____	_____	_____	(15)	Greater visibility of the superintendent
_____	_____	_____	(16)	Increasing attacks on the superintendent
_____	_____	_____	(17)	Use of drugs in the schools
_____	_____	_____	(18)	Changes in values and behavioral norms
_____	_____	_____	(19)	Other (specify) _____
_____	_____	_____	(20)	Other (specify) _____

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38. Which of the issues listed in item 37 would cause you to leave the superintendency if the issue intensifies further in your school district?

_____a. none
_____b. the following one alone (list number shown above) _____
_____c. two or more of the following (list numbers shown above) _____ _____
_____ _____ _____ _____ _____

39. Do you believe your school system is staffed adequately at the administrative and supervisory levels to cope with critical issues facing the district?

a) _____Yes b)_____No

If No, then

c) Approximately how many more positions should be added? _____

d) What kinds of specializations are needed?
(Please list)

(1) _____
(2) _____
(3) _____
(4) _____

40. Do you subcontract for certain services, or employ consultants to supplement your administrative staff:

a) _____No b) _____Yes

If Yes, then

c) How much is budgeted annually for these purposes? _____

d) How many such persons or firms do you employ in a typical year? _____

41. What new skills or information do you feel you need to maintain your effectiveness as an administrator?

a) _____None

b) _____The following: _____

_____

_____

_____

42. What is the status of the position of the superintendent as the educational or community leader in your school district? (Check One)

_____a) decreasing in importance and influence?
_____b) remaining about the same as it was 10 years ago?
_____c) increasing in importance and influence?

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43. The following data will be useful in determing the work load of the superintendent of schools: (Please fill in the blanks.)

_____a) What in your estimation is the number of hours that you devote to the superintendency during a typical week?
_____b) About how many evenings in a typical week do you obligate to work related to the superintendency?
_____c) About how many Saturdays in a typical month are devoted (whether for one hour or all day) to work related to the superintendency?
_____d) About how many Sundays in a typical month are devoted (whether for one hour or all day) to work related to the superintendency?
_____e) What time in the morning does your typical work day start?
_____f) What time does your typical work day end?
_____g) Other comments on your work load or day: _____

_____

_____

44. What prevents you from achieving even greater effectiveness as a chief school administrator? Please list.

a) _____
b) _____
c) _____
d) _____

45. What are your future plans in the superintendency? Please check the one which reflects your thinking today.

_____a) I definitely will continue in a superintendency whether in this district or another, the Lord willing, until normal retirement age of 65 or older.
_____b) I will continue (probably) in a superintendency, the Lord willing, until I can qualify for minimum state retirement age prior to age 65.
_____c) I will leave (probably) when I find a desirable position in a university.
_____d) I will leave (probably) when I find a desirable position outside of education.
_____e) This is an impossible position and I want to get out of the superintendency as soon as possible.
_____f) Will remain until a position outside the superintendency opens which allows me to make a greater contribution to education.
_____g) Other, please specify _____

_____

46. Please check the national professional organizations in which you are an active member in good standing:

_____a) AASA; _____b) NEA; _____c) NASSP; _____d) Elementary School Principals;

_____e) Association for Supervision and Curriculum Development; _____f) Others (specify)

_____

Date: _____ Signed: _____

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